

DOUBLE COHORT STUDY
PHASE 2 REPORT

for the

ONTARIO MINISTRY OF EDUCATION

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EXECUTIVE SUMMARY

This is the second phase of a study that focuses on the impact of the restructured secondary school program on student applications to universities and colleges in 2003. The study has two main purposes: (1) to estimate the magnitude of the double cohort, that is, the number of secondary school students planning to attend Ontario universities and colleges in 2003; and (2) to examine the implementation of aspects of the restructured secondary school program and its effect on students. These two purposes are interwoven in the sense that credit accumulation, marks achievement and post-secondary education expectations of students in the first cohort in the restructured program will have direct implications on estimating the double cohort's magnitude. The study involves a trace of students enrolled in Grade 9 in Ontario secondary schools in 1998, 1999 and 2000 through an analysis of their marks, credits obtained and responses to surveys administered in the school years 2000-01 and 2001-02. Other primary sources of information include six years of applicant and registrant data from the Ontario Universities Application Centre (OUAC), five years of the same from Ontario College Application Service (OCAS) and data from the Ministry's student information database.

This Executive Summary presents the analyses' results in response to the key questions of the study. The first set of questions addresses the estimates of the double cohort's magnitude and factors that will influence it. The last set of questions addresses issues related to the implementation of the restructured program.

1. *What is the projected increase in the number of applicants/registrants to Ontario universities in 2003?*

The widespread uncertainty about the availability of university spaces in 2003 fuelled by the perceived gap between the universities' enrolment plans and Government pronouncements of a "place for every willing and qualified

student" have led to a sharp increase in 2002 applications (an increase of over 10,000 applicants). Over one-half of the increase in applicants were four-year fast trackers from the 'old cohort'—the last of the group of graduates from the former secondary school program; but over 3,000 were five-year graduates from the previous old cohort in that program. The numbers of out-of-Ontario and Ontario-out-of-school applicants were also elevated from previous years. Most of this increase will be accommodated by the universities, but not in the same ratio of universities and programs of choice as in the past. Some universities have expanded at a greater rate than others. The increase in university registrants in 2002 will reduce the potential registrant totals for 2003. The projections that follow in Table A are for the first-time, first year university registrant spaces needed. The 4,000 to 5,000 registrants who apply directly to universities and re-registrants are not included in these projections. These projections are based on the assumption that universities will announce prior to fall application deadlines that spaces consistent with the demand in fall 2003 will be available. Since the 2002 fall enrolment of first year students will be 15.8 percent greater than in 2000 (about 8,000 students), the increase projected for 2003 over 2002 will be only 16.7 percent (about 10,000 registrants).

Table A: Predicting First Year University Student Space Requirements in 2003

Student Sources	2000		2002		2003	
	n	%	n	%	n	%
In Ontario Secondary School:						
4 years	3,200	6.3	7,190	12.0	25,000	36.5
5 years	33,520	66.1	36,000	61.5	30,000	43.8
6 & more years	3,984	7.9	3,600	6.2	3,000	4.4
Out of an Ontario Secondary School at least one year	5,634	11.1	6,700	11.4	5,500	8.0
Other Countries	1,404	2.8	2,000	3.4	2,000	2.9
Other Provinces/Territories	2,944	5.8	3,200	5.5	3,000	4.4
Total	50,686	100	58,690*	100	68,500	100

*The 2002 figures are based on the previous year's confirmations/registration ratios.

N.B. Figures refer to potential students registering for the first time in first year.

2. *What is the projected increase in the number of applicants/registrants to Ontario Colleges of Applied Arts and Technology in 2003?*

College applications and registrations have been quite stable for the past couple of years; however, student uncertainty about spaces available in 2003 has led to a substantial increase in applications to colleges for fall 2002. Most of the increase comes from four-year graduates from the last cohort in the former secondary school program. The projections that follow below in Table B are for first-time, first year college registrant spaces needed. They are based on the following assumptions:

- a. the ratio of registrants to applicants will remain about the same as in the recent past (approximately 63% direct from secondary schools, 56% from other sources);
- b. the ratio of four- to five-year graduates will change from 3 to 7 in 2000 to 6 to 4 in 2003 (note that it has already changed to 3 to 5 in 2002); and,
- c. adjustments have been made for students taking a year off before applying or attending college.

Registrants who apply directly to colleges without going through OCAS and re-registrants are not included in these projections.

Table B: Predicting First Year College Student Space Requirements in 2003

Student Sources	2000		2002		2003	
	n	%	n	%	n	%
In Ontario Secondary School:						
4 years	7,334	9.8	11,470	13.8	19,000	22.5
5 years	17,982	23.9	18,944	22.8	15,500	18.3
6 years	6,656	8.9	6,586	8.0	7,000	8.3
Out of School*/ Out of Ontario & Canada	43,167	57.4	46,000	55.4	43,000	50.9
Totals	75,139	100	83,000	100	84,500	100

N.B. Figures refer to potential students registering for the first time in first year.

* Out of an Ontario secondary school at least one year.

The estimate of increase in fall registrations to colleges between 2000 and 2002 is 10.5 percent (7,861 students). The increase between 2002 and 2003 is likely to be only 1.8 percent (about 1,500 registrants).

3. ***What factors might influence projections of 2003 university and college applicants and registrants?***
 - a. ***What has been the outcome of the uncertainty regarding double cohort planning?***

The lack of clear direction to schools from universities about availability of post-secondary spaces and guidelines for acceptance of applications has created uncertainty in student planning that has forced a reassessment of needs for 2003. Unless clearer directions are provided to secondary school students making post-secondary education plans, the uncertainty will continue to defy accurate projections.

b. *How have the 2002 application rates influenced projections for 2003?*

A dramatic increase in application rates to universities and colleges in 2002 has forced necessary changes in 2003 projections. Since most of the increase in applicants has been accommodated by universities and colleges in 2002, the pool of applicants for 2003 will be correspondingly depleted.

c. *What does the pattern of student progress and achievement in the restructured secondary school program tell us about potential graduation rates and applications to post-secondary institutions?*

Almost all of the university-bound and the majority of college-bound graduates from the first cohort of the restructured program expect to graduate in four years. However, the fact that schools are encouraging consideration of five years to graduation and that there are achievement strains for the college-bound students indicates that four years to graduation may not become the norm. In comparing the plans of the two new cohorts, substantially more of the second new cohort students plan on taking five years than was the case with the first new cohort.

d. *How have university admission procedures affected the double cohort climate?*

There is still some confusion regarding policies related to marks equivalencies for the new and old cohorts. While early evidence indicates that Grade 11 marks in University courses differ little from marks obtained in Advanced level courses, there is no natural equivalence for University-, University/College-preparation courses and OACs. New cohort students have the impression that their marks will be lower than those of graduates from the last of the old cohorts. Given that universities have indicated that they will treat marks equally, the new cohort students might elect to remain in school for another year beyond the four years to graduate in order to improve their chances of gaining acceptance to university.

e. *What is the influence of demographics and graduation rates on post-secondary applications?*

Although the number of youth aged 19 does not vary substantially from 2002 to 2006, the increase in the magnitude of the post-secondary-bound cohort in the early 2000s will continue to influence the basic pool of students considering post-secondary education.

Graduation rates will almost surely decline in the new program in light of students' credit accumulation already observed for the first two years of the program. This pattern could have the effect of reducing the pool of students eligible to apply to college, but not likely to university.

4. *What are the main issues related to the implementation of the restructured program?*

a. *How well are students in the restructured program progressing toward graduation?*

In Grade 10, students who took Academic courses (the first new cohort) were slightly less likely to have completed 16 credits after two years than old cohort students who took Advanced courses (76.5%--new cohort vs. 79.7%--old cohort). In Grade 10, students who took Applied courses (the first new cohort) were far less likely to have completed 16 credits after two years than old cohort students who took General courses in the old program (35.6%--new cohort vs. 57.4%--old cohort). These patterns suggest a substantial decline in graduation rates for students in the restructured program.

b. *Who are the students at risk of not graduating or delaying graduation in the restructured program?*

Failure rates and low marks are quite prominent in Applied courses in Grades 9 and 10, especially in Mathematics; for example, nearly 60 percent of Grade 10 students taking Applied Mathematics obtained a mark of 59 percent or less. Some courses require review regarding their suitability for the target population.

The number of Grade 9 students taking Mathematics and English Locally Developed Compulsory Courses in composite schools increased seven-fold in the second Grade 9 cohort of the restructured program suggesting a real fear of succeeding in the Applied courses. Many vocational schools do not offer a full range of Applied courses under the assumption the courses may be too difficult for their students. Locally Developed Compulsory Courses in English, Mathematics and Science exist for students having difficulty in both vocational and composite schools; however, because these courses can only receive compulsory credit value in one year, students may not be able to take them again in Grade 10 and are at risk of not graduating. It appears necessary to develop a set of similar compulsory credit courses in Grade 10 that would enable these students to graduate.

c. *What progress is being made in the Community Involvement requirements?*

By the time the survey was administered (February/March), half of the Grade 11 students had completed at least half of the forty Community Involvement hours required before graduation, but less than one-third had not begun to meet the requirements. About 60 percent of the second cohort of Grade 10 students in the restructured program had begun their Community Involvement requirement and one-fifth of them had completed their required hours. The requirement does not appear to be presenting problems for students.

d. *What is the role of the Literacy Test with regard to graduation rates?*

If failure rates are high on the Literacy Test (over 20%), it will create an additional burden for the students in the restructured program already at risk of not graduating, effectively stripping away their motivation. Single digit failure rates for the Literacy Test would still achieve literacy goals, facilitate remediation for those who require it, and sustain the motivation of the vast majority of students.

e. *What progress is being made in school-to-work programming?*

There has been an increase in school-to-work programming offered in the schools, such as OYAP and Bridges, but the numbers of enrollees remain low.

f. *What progress is being made in Cooperative Education?*

Enrolments in Cooperative Education for the new cohort in Grade 11 are similar to those of previous Grade 11s; however, a number of new cohort students regretted that they could not fit Cooperative Education into their timetables. School calendars were inconsistent in presenting information regarding cooperative education programs and procedures.

g. *Is there consistency in what courses schools offer and what course students select?*

A number of courses offered in the new Grade 11 have attracted very little interest on the part of students, especially Workplace courses. Most schools do not have sufficient students to offer Workplace courses in separate sections. There is considerable variability in the offerings from the Canadian and World Studies and Social Sciences and Humanities course groups from school to school, and many of these courses have not been selected by sufficient students to be viable (e.g., Canadian History and Politics--College) and Social Sciences and Humanities (e.g., Managing Personal and Family Resources--College). There is a need to establish priorities in Grade 11 course offerings.

Of special concern are school-to-school differences in the proportion of students taking University and University/College Mathematics in Grade 11. The Ontario Association of Mathematics Educators (OAME) recommends that the majority of university-bound students take the University/College Mathematics; while this is happening in some schools, other schools are taking the more traditional

approach (i.e., students in greater proportions are taking University Mathematics rather than University/College Mathematics).

5. *What are the secondary school experiences of students enrolled in French language schools? How do those experiences differ for francophone students in the restructured program compared to those in the former program as well as to their anglophone counterparts?*

- a. Francophone students appear to have been more successful in accumulating credits by the end of their second year of high school compared to anglophone students.
- b. Proportionally fewer francophone students in both new cohorts obtained failing marks than students in the old cohort.
- c. Fewer francophone students took summer courses, in comparison with their anglophone counterparts.
- d. The academic performance of 2nd new cohort francophone students was generally improved in comparison to that of 1st new cohort francophone students.
- e. About half of the francophone students while in Grade 10 aspire to attend university and close to one-third aspire to attend college. The proportions of Grade 11 (first new cohort) and Grade 12 (old cohort) students planning to attend university and college tend to be the same (about 40%).
- f. With regard to course choices, francophone students show a distinct lack of interest in Canadian history.
- g. Almost half of the francophone students preferred to study in French after secondary school, and one student in four wants to study outside of Ontario. Only one in four students indicates that the "transmission of the French cultural heritage" is one of the most important factors in their choice to study in a French language school.
- h. The majority of the francophone students held a part-time job and most of them entered the part time workforce as soon as they turned 16 years of age.

Part I. Introduction

A. Purpose

The purpose of this Phase 2 report is:

1. to provide information on the numbers of students that may apply to and register in universities and colleges in 2003 and in succeeding years;
2. to provide information on student course selection, progress and achievement in the restructured program in Ontario secondary schools, including Grade 11 courses offered by schools and selected by students, overall credit accumulation, and marks in English, Français, Mathematics and Science;
3. to compare student progress (credit accumulation) and achievement (marks in particular courses) in the last of the old cohorts of the previous program and the first and second new cohorts¹ in the restructured program;
4. to identify factors influencing student progress in the restructured program, including the role that summer school courses play;
5. to identify factors influencing student educational and career plans;
6. to examine work experience programming in the secondary schools, and,
7. to provide information on the above with regard to francophone students, and to identify differences where they exist between francophone and anglophone students.

The Phase 2 results of the Double Cohort Study bear most directly on an accurate prediction of student applications to universities and colleges in 2003. Inclusion of 2002 post-secondary application rates and students' post-secondary plans for 2003 is particularly relevant in developing projections for 2003. An unsettled climate has evolved around the double cohort issue and the potential impact of that climate on student plans is important to examine.

¹The first new cohort began Grade 9 in the restructured program in 1999-2000. The second new cohort, began Grade 9 in the restructured program in 2000-2001. The 'old cohort', the last cohort in the previous secondary school program, began Grade 9 in 1998-1999.

B. Research Team and Advisors

The research team consisted of Drs. Alan King, Wendy Warren, Will Boyce and Peter Chin, and Matthew King associated with the Social Program Evaluation Group at the Faculty of Education of Queen's University, and Dr. Jean-Claude Boyer from Ottawa. The research team worked in collaboration with Ministry officials from the Secondary School Project (SSP), the Information Management Group (IMG), and the French Language Education Policy and Programs Branch (FLEPPB). Grant Clarke, the SSP's Executive Coordinator when the study began, had the major responsibility for project design and coordination. (He is currently Director of the Secondary School Policy and Programs Branch.) Mark Zielinski, also with the SSP, assisted with the project coordination and was responsible for communication on the project, and Freda Ghandour, the IMG's Manager, and later Patricia Smith, the IMG's Project Coordinator, coordinated the data collection, data entry and data processing for the Queen's team analysis. Maurice Boutet and colleagues were involved in collaborating with the research team on the French instruments and data interpretation. Greg Marcotte, Director and Ron Scriver of the Ontario University Application Centre (OUAC), and Greg Hughes, Director and Catherine Bell, both of the Ontario College Application Services (OCAS), collaborated by having particular data files prepared for the research team.

A Government Advisory Committee that served on the project was composed of members from the Ministry of Education and the Ministry of Training, Colleges and Universities. An external advisory group, composed of secondary school principals, guidance counselors and board administrators also provided advice to the research team on the questionnaire and data collection methods.

C. Sources of Information

The sources of information for the study were as follows: student surveys in a sample of schools, Ministry of Education data files of marks and credit

accumulation, school calendars, course selection sheets, interview and focus group data, key informant interviews and other sources. Each information source is described below.

1. Student Surveys in a Sample of Schools

A major component of the study was the follow up in 2001-02 of students involved in last year's survey--the last of the old cohorts this year in Grade 12 and the first of the new cohorts this year in Grade 11. In addition, Grade 10s, a second new cohort, were surveyed with a similar questionnaire to that used in Phase 1 with the first new cohort. In collaboration with Ministry advisors, the Queen's research team designed the three student survey instruments and developed the methodology for collecting the data from the school sample selected to represent Ontario schools in Phase 1 of the study. (Part II includes a description of the school sample and the students, as well as reference to the analysis.) The research team worked with IMG staff to have the data entered and appropriately summarized into statistical reports so that the data could be analyzed at Queen's.

The English and French survey instruments (seen in Appendix A) contained the following themes: (1) student decision making impacting on the double cohort analysis--plans for graduating from secondary school, post-secondary destinations, and for taking time off before attending a post-secondary institution; (2) implementation of the reorganized program--courses selected, access to courses, school-to-work programs including cooperative education, community involvement; (3) student achievement--marks and credits obtained, including summer school, and factors affecting student achievement (homework, part-time jobs); (4) factors influencing educational and career plans; and (5) for the Grade 10s, factors affecting course selection.

In many cases, the survey information from Grade 11 and 12 students was integrated with their responses to the same items on last year's questionnaires showing information on the old cohort in their third year of secondary school and the new cohort in their second. The analysis of survey results determined the extent to which:

- i. the same patterns and differences were evident in the subsequent year for the new and old cohort surveyed last year;
 - ii. responses were similar for the first and second new cohorts while in Grade 10;
 - iii. there were changes in the post-secondary plans of students as they approach their final year of secondary school; and,
 - iv. factors influenced course selection and career decision making.
2. Ministry of Education's Information Management Group's data files of marks in English, Mathematics and Science for Grades 9 and 10 linked to the survey data of the last of the old cohorts and the first of the new cohorts and for Grade 9 of the second new cohort. The combining of questionnaire responses with actual marks obtained by the students enabled us to describe more fully the characteristics of students taking the various types of courses and the factors that influence their achievement.
 3. Ministry of Education's Information Management Group's provincial data files of student achievement in English, Mathematics, and Science and credit accumulation for students enrolled in Grade 9 throughout the province in 1998, 1999, and 2000. The data were cleaned to facilitate marks distributions and credit accumulation analyses which included two years of marks and credit accumulation for the first new cohort and the old cohort as well as one year of marks and credits for the second new cohort. Some schools were removed from the analysis because their information was inconsistent or incomplete. Depending on the particular analysis, the number of English schools employed in the credit accumulation analyses

ranged from 562 to 752, and the number of French schools ranged from 41 to 55. This information was used to compare actual credits accumulated by students in the first new cohort and the old cohort after two years in secondary school and students in the second new cohort after one year in secondary school. Students from the first new cohort and the old cohort were compared on their achievement in English, Français, Mathematics and Science courses by type of courses taken. The analysis also enabled an examination of changes that had taken place in the credit accumulation and marks of the first two cohorts through the restructured program.

4. Course calendars and guidelines in course selection. Eighty schools were randomly selected and asked by the Ministry of Education to provide school calendars and Grade 11 student course selection information. Seventy-one of the schools (65 English and 6 French schools) sent calendars that were used in the analysis. The calendar analysis provided information about: (1) the courses offered to students, (2) course and program sequences, and (3) school-to-work programming (e.g., Cooperative Education, Ontario Youth Apprenticeship Program or OYAP). The school calendars provided the basis for analysis of the documentation given to students to prepare them for course selection. In addition, information was obtained from the Ontario Mathematics Educators Association regarding their recommendations for course selection. OUAC's INFO and OCAS's CommuniCAT outlining post-secondary program requirements were used to assess information available to secondary school students regarding post-secondary education and career planning.
5. Course selection information. This information on Grade 11 courses selected in early spring 2001 was received from 70 of the 80 schools in the sample. Schools provided the information in either or both electronic

(30 schools) or hard copy format (40 schools). Not all the schools that provided information in hard copy format were employed in the analysis because of time constraints. Data were employed from 56 schools (46 English and 10 French) to examine patterns of course offerings and selection. Six schools' data were used to examine the relationship between student course selection and actual school schedules, i.e., did sufficient students select a course to warrant offering the course?

6. Interviews with administrators, guidance counsellors and department heads and focus group discussions with students during visits in 16 schools (12 English-10 public, 2 Catholic; and 4 French—2 public, 2 Catholic schools). The themes of the administrator and staff interviews included: double cohort issues (e.g., information received from Government, universities, colleges and the media); student assessment and procedures; course delivery and scheduling issues; and workplace programming. The student focus group themes included: double cohort sources of information; most helpful information; post-secondary plans and concerns about prospects; achievement and workload; summer school; course access issues; school climate; the new curriculum; and relationships with teachers. The numbers of anglophone students involved in the discussions were 100 Grade 11s and 102 Grade 12s.
7. Interviews with key informants. These included representatives from the Council of Universities (COU) and selected universities, the Association of Colleges of Applied Arts and Technology (ACAATO), secondary school guidance counsellors, and the President of the Ontario School Counsellor Association. Information was sought about plans for accommodating the double cohort, feedback received from Government, and other issues related to the double cohort.

8. Post-secondary application and registration data. OUAC and OCAS provided the information used to analyze university and college application and registration statistics and to contribute towards estimates of the double cohort magnitude in 2003. In Phase 1, five years of data (1996 to 2000) were obtained from OUAC, and four years from OCAS (1996 to 1999), and data for the subsequent years were obtained for Phase 2. Meetings were held to examine the nature of the data available in relation to the research team's specific requests, clarification of terms, expectations and types of analyses, timelines for data availability, and access to the numbers of missing students who apply directly to universities. It was agreed to remove first year re-registrants and direct-to-university applications from the basic analysis. Arrangements were made to receive first year student applications information for 2001-02 and 2002-03, and applicant confirmations for those years to serve as proxy data for first year registrations that were not yet available.
9. Other sources—research papers (e.g., Fontaine C. and Mills S., OCUFA, June 2001; Spencer B., McMaster University, March 2002; OECTA, March 2002); interviews with universities and college personnel with regard to accommodating the double cohort; two reports from the parent group, People for Education; media reports and articles pertinent to the double cohort. Preparing for the double cohort analysis has elicited great interest on the part of parents, students, school staff, and the larger public. An effort was made to assess these sources of information and responses in terms of their impact on student decision making, and Government and university response.

The information from these various sources was referred to and integrated, as appropriate, within relevant areas of the report.

D. Report Organization

This report is organized into eight parts. Part II describes the school sample and the students who participated in the survey. Part III establishes an historical context for the double cohort with an estimate of the flow of students through from Grade 9 in secondary school to post-secondary destinations. Part IV addresses aspects of the implementation of the reorganized program including enrolments, factors influencing course selection and career aspirations, course offerings and selection, school-to-work experiences, course delivery and student progress and achievement. Part V presents the results for the francophone students involved in the survey from the French school sample. Part VI discusses the role that external factors play in students' post-secondary planning. Part VII provides the analysis of college applications and registrations and estimates of the need for enrolments in 2003. Finally, Part VIII provides the same for university applications and registrations.

The findings are summarized in the text in figures and tables, as appropriate. The responses of the new cohort (from Grades 10 and 11 this year and Grade 10 last year) and old cohort students (Grades 11 last year and 12 this year) who participated in the survey both this year and last are appropriately integrated within pertinent sections. Appendix B provides the English tabular data in further detail and Appendix C, the French data. Most of the tables present the Grade 10 student questionnaire data cross-tabulated by students' type of courses and the Grade 11 and 12 student data cross-tabulated by students' projected post-secondary plans, referred to in the report as destinations or expectations.

Part II. Characteristics of Schools and Students

A. Introduction

This part of the report is designed to provide an overview of the schools and students involved in the study. Procedures for school and student sampling are summarized and the characteristics of the three student cohorts are presented in terms of gender and age, then type of course for Grade 10s, and post-secondary aspirations for Grades 11 and 12.

B. The School Sample

Table 1 indicates the number of schools from the basic sample of 150 that were systematically selected within their boards and regions and which participated in Phase 1 and in Phase 2. Based on the data that were processed in time for this report, a total of 133 schools participated in the Phase 2 survey from 58 district school boards. Some schools declined to participate, and the data from some schools were received too late. All regions of the province were represented. The breakdown by school types in the basic sample for Phase 2 was as follows: 95 public schools (88 English; 7 French); 38 Roman Catholic Schools (30 English, 8 French).

In addition to the basic sample, special samples were selected systematically to represent particular groups (i.e., French language students, recent immigrant students, Aboriginal students, and students from rural communities). Only the French school oversample (consisting of 4 schools) was used in the analysis, in conjunction with the 15 French schools in the basic sample for a total of 19 sampled schools.

Table 1: Basic Sample of Participating Surveyed Schools and School Boards, by Region

Region	Type		Schools		School Boards	
			Phase 1	Phase 2	Phase 1	Phase 2
North	Public	English	13 ^a	10	7	7
		French	2 ^a	2	1	1
	Catholic	English	2	2	2	2
		French	3	3	3	3
	Subtotal		20	17	13	13
South-East	Public	English	15	13	5	5
		French	2	3	1	1
	Catholic	English	4	4	2	3
		French	1	2	1	2
	Subtotal		22	22	9	11
South-West	Public	English	19	20	6	6
		French	-	-	-	-
	Catholic	English	6	6	5	5
		French	1	1	1	1
	Subtotal		26	27	12	12
Toronto (GTA)	Public	English	13 ^b	19	1	1
		French	-	1	-	1
	Catholic	English	7	8	1	1
		French	-	0	-	-
	Subtotal		20	28	2	3
Central Area	Public	English	32	26	11	11
		French	2	1	1	1
	Catholic	English	12 ^c	10	8	6
		French	2 ^d	2	1	1
	Subtotal		48	39	21	19
Total			136	133	57	58

^aIn Phase 1, the Northern schools include 2 substitute schools from the same boards as those of the originally sampled schools.

^bIn Phase 1, the Toronto public schools include 7 substitutes from the same board as that of the originally sampled school.

^cIn Phase 1, the Central Area Catholic English schools include 1 substitute from the same board as that of the originally sampled school.

^dIn Phase 1, the Central area Catholic French schools include 1 substitute from the same board as that of the originally sampled school.

NB: A few schools did not have students in all three grades participating.

C. The Students

1. Survey Respondents

The numbers of students who participated in the survey that was administered in Phase 1 of the study (fall 2000) and in Phase 2 (winter 2002) are presented in Table 2. In the Phase 1 report, those in Grade 10 were students in the first new cohort (n = 19,487 English; 879 French--basic sample), and those in Grade 11 were in the old cohort (n = 18,106 English; 899 French--basic sample). In this Phase 2 report, those in Grade 10 were students in the second new cohort

(n = 18,664 English; 1,066 French—basic sample), those in Grade 11 were in the first new cohort (n = 17,830 English; 987 French—basic sample), and those in Grade 12 were in the old cohort (n = 10,394 English; 855 French—basic sample). The total number of students from the basic sample for whom survey data were entered and processed in preparation for the Phase 1 report was 39,371 and for Phase 2, 49,796.

Table 2: Survey Respondents (Phases 1 & 2)

Phase 1			Phase 2		
Grade	Total n	%	Grade	Total n	%
10 (1 st new cohort)	20,366	100	10 (2 nd new cohort)	19,730	100
11 (old cohort)	19,005	100	11 (1 st new cohort)	18,817	100
Total Students:	39,371	100	12 (old cohort)	11,249	100
			Total Students:	49,796	100

2. Gender

Tables 3 and 4 show the number and percentage of survey respondents divided by gender for both phases of the study (see Table 2, p.5, Phase 1, and Tables B1 to B3 in Appendix B, Phase 2).

Table 3: Survey Respondents, by Gender (Phase 1)

Grade	Females		Males		Total	
	n	%	n	%	n	%
10 (1 st new cohort)	10,209	50.6	10,053	49.9	20,366	100
11 (old cohort)	9,588	51.1	9,315	49.5	19,005	100
Total Students:	19,797	50.5	19,368	49.5	39,371	100

Note: Some students did not indicate their gender: 104 of the new cohort (Grade 10) and 102 of the old cohort (Grade 11). The numbers and percentages of females and males exclude the missing while the totals include them.

Table 4: Survey Respondents, by Gender (Phase 2)

Grade	Females		Males		Total	
	n	%	n	%	n	%
10 (2 nd new cohort)	9,686	49.3	9,950	50.7	19,730	100
11 (1 st new cohort)	9,303	49.7	9,418	50.3	18,817	100
12 (old cohort)	5,539	49.4	5,664	50.6	11,249	100
Total Students:	24,528	49.5	25,032	50.5	49,796	100

Note: Some students did not indicate their gender: 94 of the second new cohort (Grade 10), 96 of the first new cohort (Grade 11) and 47 of the old cohort (Grade 12). The numbers and percentages of females and males exclude the missing while the totals include them.

Proportions of females and males were very similar across the grades in both phases. The augmented file used in Phase 1 for the Franco-Ontarian analysis included 2,572 students, 1,131 males and 1,441 females and in Phase 2, 3,284 students (counting missings), 1,510 males and 1,727 females (see Part V).

3. Age

Table 5 shows the birth year of students who participated in the Phase 2 survey. Very few are behind or ahead of the common age in their cohort; 94 percent of the second new cohort was born in 1986, 92.7 percent of the first new cohort was born in 1985, and 89.5 percent of the old cohort was born in 1984. Very few of

the students had accelerated and surprisingly few were behind their cohort by a full year. This latter group may have started elementary school later (clearly, very few students are held back a year in elementary school for academic reasons).

Table 5: Birth Years of Survey Respondents (%)

Year of Birth	2nd New Cohort (Grade 10)	1st New Cohort (Grade 11)	Old Cohort (Grade 12)
1982			1.1
1983		0.7	7.9
1984	0.5	5.5	89.5
1985	5.0	92.7	1.5
1986	94.0	1.2	
1987	0.5		

These findings are particularly helpful in estimating the size of the double cohort because they illustrate the validity of using age to estimate years in secondary school.

4. Students by Course Types and Post-Secondary Plans

This section presents information on survey participants in terms of the courses they took and their post-secondary plans--important detail for the way in which the analyses were conducted.

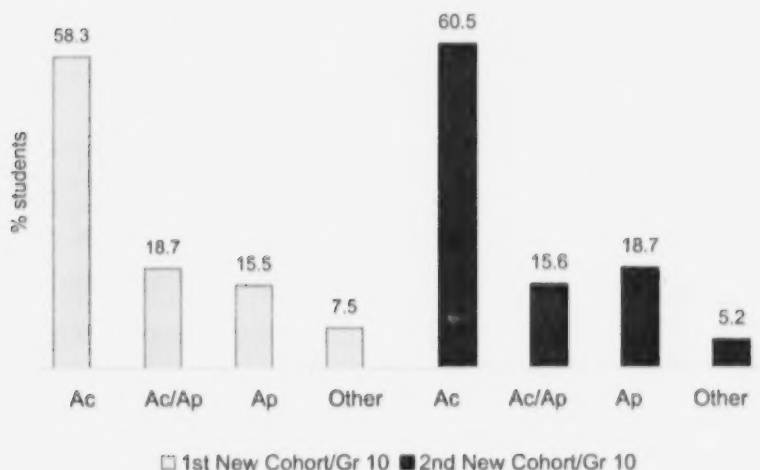
The Grade 10 survey findings were analyzed, for the most part, by the types of English, Mathematics and Science courses that the students took in the 2001-02 school year. Grade 10 students were asked a question about the type of course they were taking in English, Mathematics and Science this school year (question 4; see Appendix A). From those Grade 10 responses, students were classified

as having taken Academic courses, Applied or a mix of both types using the following formulae:

- If all three courses (English, Mathematics and Science) were Applied or Academic courses, then the classification was 'Applied' or 'Academic', respectively;
- If two of the three courses were Applied, and the third was not Academic (i.e., 'other', missing or not taken), then the classification was 'Applied';
- If two of the three courses were Academic and the third was not Applied (i.e., 'other', missing or not taken), then the classification was 'Academic';
- If the three courses were comprised of two of one type (e.g., Academic) and one of the other type (e.g., Applied), then the classification was 'mixed Academic and Applied';
- If only one course was Applied or Academic and no second and third course were given, then the classification was 'other'.

Figure 1 shows the percentage of surveyed students, by type of course taken, when they were in Grade 10, i.e., the first new cohort in Phase 1 of the study and the second new cohort in Phase 2 (see Table B4 in Appendix B). The percentage of students in each category is quite similar for both new cohorts; those taking Academic courses far outweigh those taking Applied, or a mix of both. The other category includes students who took Locally Developed Courses.

**Figure 1: Surveyed Grade 10 Students, by Course Type
(1st & 2nd New Cohorts)**



In most of the figures, the Grade 11 (first new cohort) and Grade 12 (old cohort) findings were analyzed on the basis of their responses to the question that asked them about their post-secondary plans (question 9 in both Phase 2 questionnaires; see Appendix A). These students were classified as university-bound or college-bound depending on how they responded to the question. In selected figures, the Grade 10 students were also classified as university-bound or college-bound.

Figures 2 and 3 present the percentage of Grades 11 and 12 surveyed students in terms of their plans after they graduate from secondary school (see Tables B6 and B7 in Appendix B). Half of the new cohort students plan on applying to university and less than one-third plan on applying to college. Just under one-half of the old cohort students plan on university and just over one-third plan on college. The same very small proportion of both cohorts plan on apprenticeships (3.7%). Slightly more of the old cohort students than the new cohort plan on going directly to the workforce after graduation (6.2% vs. 5.5%).

**Figure 2: Surveyed Grade 11 Students,
by Post-Secondary Plans
(1st New Cohort)**

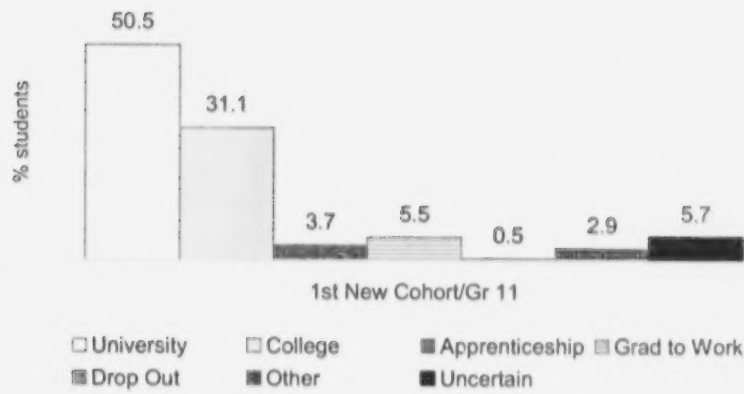
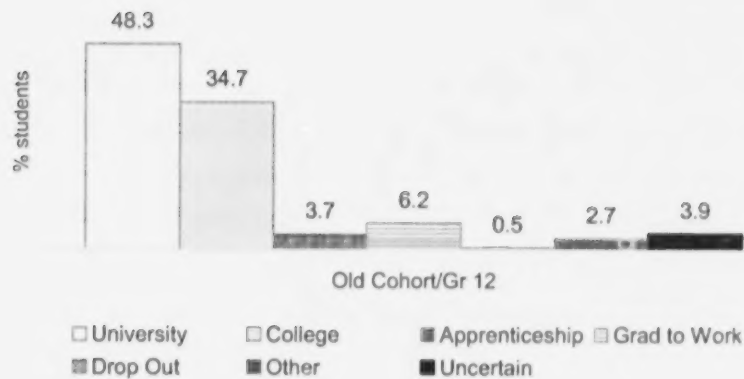


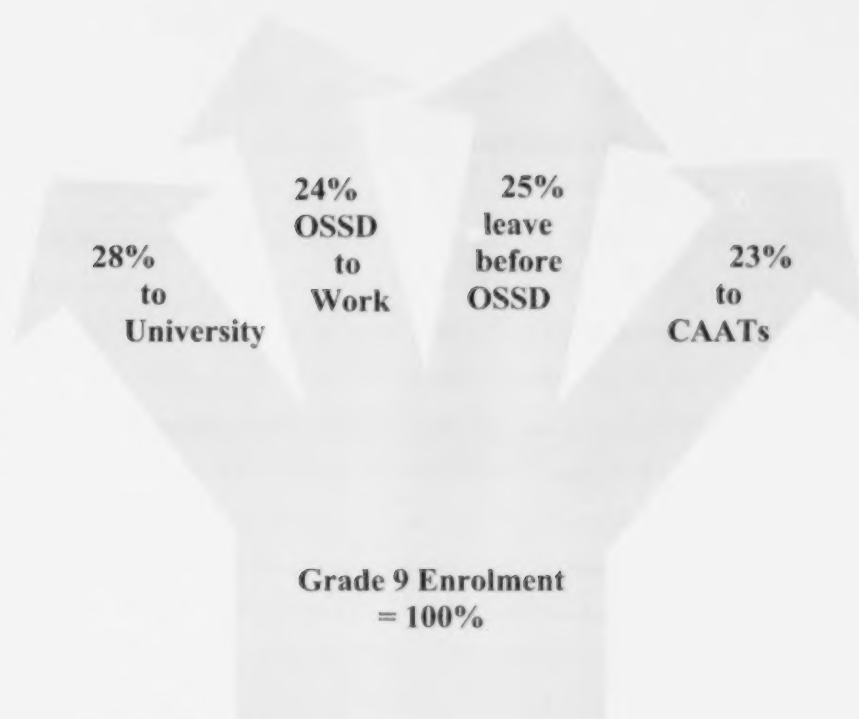
**Figure 3: Surveyed Grade 12 Students,
by Post-Secondary Plans
(Old Cohort)**



Part III. Patterns of Student Progress Through Secondary School to Post-Secondary Destinations

Figure 4 is designed to represent the flow of students in Ontario from Grade 9 through secondary schools to their first post-secondary school destination. Most students who graduate from Ontario secondary schools take four, five or six years. It is important to note that many students stay for an extra year completing graduation requirements in order to meet the admissions requirements of universities and colleges. Therefore, graduation rates and transition to post-secondary rates do not necessarily coincide. Figure 4 must be viewed as a composite of three cohorts of students—students from one cohort who take six years, students from a subsequent cohort who take five years and students from a subsequent cohort who take four. The figures used for graduation from secondary school represent a composite of three years depending on how long the student was in secondary school. To exemplify this flow-through process, we have based the analysis on the year 2000 graduation rates of about 116,000 students and an estimate of the Grade 9 enrolment as approximately 154,000 students.

**Figure 4: Year 2000 Ontario Student Flow from Grade 9
to Post-Secondary Destinations**



About 40,000 of this blended cohort or 26 percent will have gone directly to university. Added to that figure is the group of students who will have taken a year out and gone to university, and students who will have attended university outside of the province, moving these university-bound numbers up closer to 28 or 29 percent.

Just over 20 percent will have graduated and gone directly to Ontario Colleges of Applied Arts and Technology (CAATs), some will have spent a year out and subsequently gone to college, and some will have gone to college outside the province. Therefore, a reasonable estimate of college-bound Ontario students would be a little less than 23 percent of the blended cohort.

Another 24 percent of Ontario secondary school students will have graduated and gone to work. And approximately 25 percent will have left before completing an OSSD; some of these will have completed an OSSD at a later date.

Note that more than half of the students who entered college and 20 percent of students who entered university did not enter directly from Ontario secondary schools. First year college and university enrolments include not only students who go directly from Ontario secondary schools and those who have been out of secondary school one year or more, but also students from other provinces, and students from other countries; however, usually far fewer college enrollees come from outside of the province.

Part IV. Implementation of the Reorganized Program

A. Introduction

It became clear to the project's Government Advisory Committee that the Double Cohort Study provided an excellent opportunity to assess aspects of the implementation of the secondary school restructured program because it was interwoven with the post-secondary education planning process for 2003. (Students' post-secondary plans are presented in the following section.) Factors influencing student course selection and post-secondary and career aspirations were not only relevant to the double cohort analysis but also provided an opportunity to assess the effects of the teacher-adviser, guidance services and community involvement credit aspects of the new program. (These factors are discussed in section C.) Of particular relevance is the Grade 11 course selection process because this was the first time that the destination-based course format was actually implemented. Patterns of course selection, the viability of particular courses and course scheduling are examined in sections D and E. Special attention is given to the school-to-work programming that is a major part of the secondary school restructured program and the extent to which Cooperative Education and the Ontario Youth Apprenticeship Program were affected by the changes. Section F of this part of the report concludes with an extensive analysis of student achievement in English, Mathematics and Science courses in the new and old programs as well as a comparison of credit accumulation across the three cohorts of the study. The increased role of summer school courses is also examined.

B. Student Post-Secondary Plans

In this section, we examine the differences and similarities in post-secondary expectations or plans between the old and new cohorts as well as changing patterns of post-secondary expectations as students progress from grade to grade.

Figure 5 presents the post-secondary plans of the first two new cohorts of students in the restructured program when they were enrolled in Grade 10. There was little change between the two cohorts except for an increase in interest in college in the second new cohort (see Table B5 in Appendix B). Well over half of the students still plan on university, even though less than 30 percent of them are likely to enrol in university after secondary school.

**Figure 5: Post-Secondary Plans of Grade 10 Students
(1st & 2nd New Cohorts)**

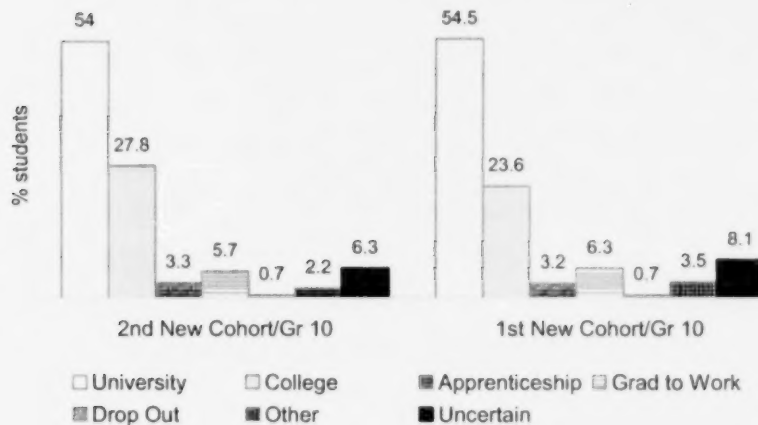


Figure 6 emphasizes the difficulty in planning destination-related secondary school programming (see Table B6 in Appendix B and Table C15 Appendix C in the Phase 1 report). University aspirations shift only slightly between Grades 10 and 11. The major shift from university to other destinations does not take place until Grade 12. The increase in student interest in college, although consistent with the recognition of the viability of college programming, is inconsistent with the reality that only one-third to one-half of this group of students is likely to attend college, and nearly 40 percent of those planning on university will ultimately attend a college instead. Far more students will drop out from secondary school than the .5 percent who reported that they will in Grade 11.

Figure 6: Post-Secondary Plans of 1st New Cohort Students In Grades 10 and 11

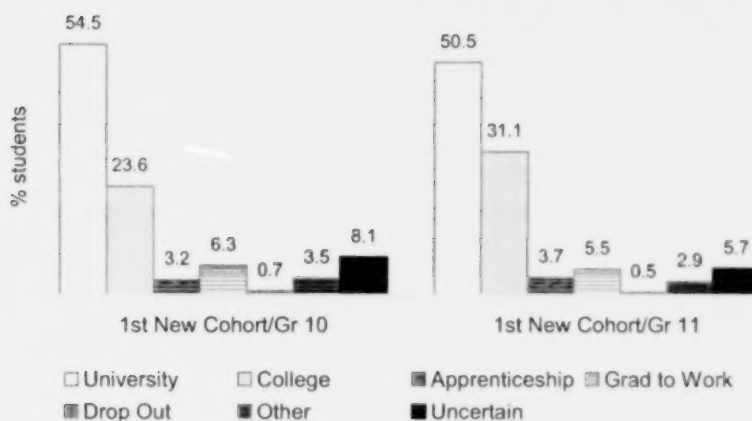
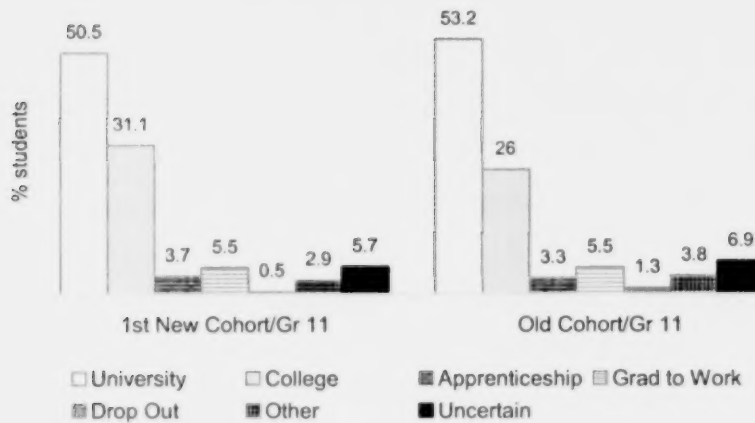


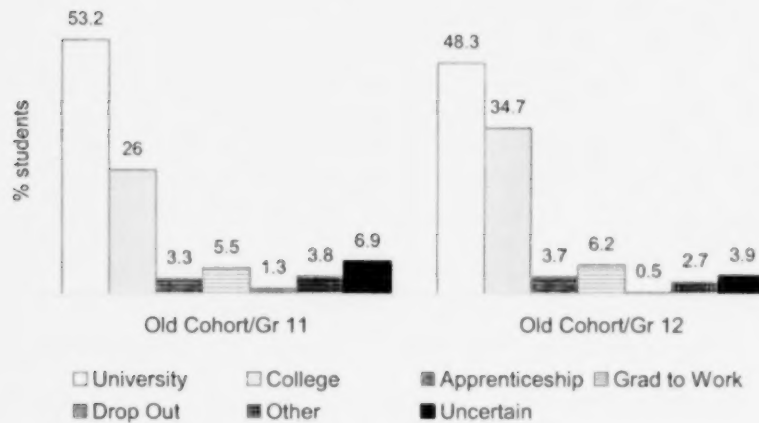
Figure 7 presents the post-secondary plans of Grade 11 students from the last of the old cohorts and the first of the new cohorts (see Table B6 in Appendix B and Table C16 in Appendix C of the Phase 1 report). What is most interesting about this figure is that the future expectations of the old cohort in Grade 11 look very similar to the future expectations of the Grade 10 new cohort shown in Figure 6. This pattern illustrates the compression effect of career planning based on four years of secondary school; i.e., decisions need to be made earlier than was the case when five years to graduation was the norm.

**Figure 7: Post-Secondary Plans of Grade 11 Students
(1st New Cohort; Old Cohort)**



Correspondingly, the plans of the Grade 12 old cohort (see Figure 8 and Table B7 in Appendix B) look similar to those of the Grade 11 new cohort shown in Figure 7 (and in Table B6 in Appendix B). Figure 8 demonstrates the changing decisions of the old cohort from Grade 11 to Grade 12. Although the student plans are not consistent with the ultimate realities, they do reflect the staging of decision making that is a function of academic performance and time spent in secondary school. Note the decrease in percentages of students planning on university (still well above what will likely occur) and the increase in interest in attending college.

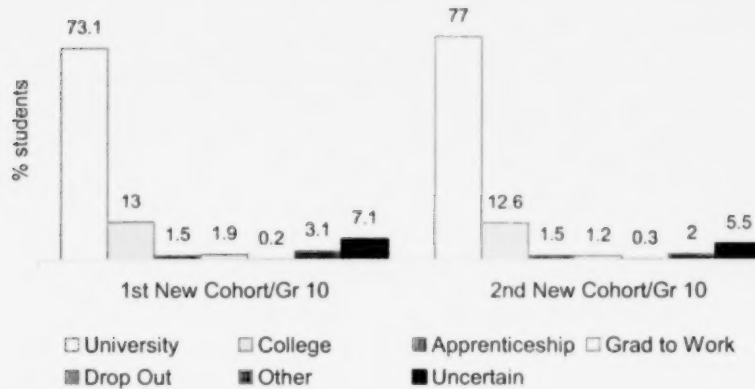
Figure 8: Post-Secondary Plans of Old Cohort Students In Grade 11 and Grade 12



Figures 9 and 10 compare the post-secondary plans of Grade 10 students in the first and second of the new cohorts in terms of the type of courses they are taking (see Table B8 in Appendix B and Table C15 in Appendix C of the Phase 1 report). About three-quarters of the students taking Academic courses in Grade 10 expected to attend university, slightly more of the second new cohort than the first, and about 13 percent of both groups planned on college.

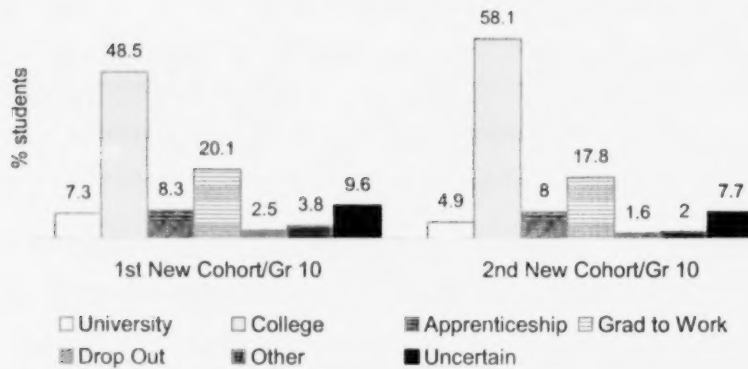
The Grade 10 students who took a mix of Applied and Academic courses were far more likely to have planned on college than university, with an increase of 44.3 to 52.3 percent from the first new cohort to the second new cohort (see Table B8 in Appendix B and Table C15 in Appendix C of the Phase 1 report). Nearly one-quarter of these students planned on attending university.

Figure 9: Post-Secondary Plans of Grade 10 Students Enrolled in Academic Courses (1st & 2nd New Cohorts)



Far more students who took Applied courses in the second new cohort planned on college than was the case for the first new cohort. There were students who took Applied courses who were planning on a university education.

Figure 10: Post-Secondary Plans of Grade 10 Students Enrolled in Applied Courses (1st & 2nd New Cohorts)



C. Factors Influencing Course Selection & Career Aspirations

The Grade 10 students were asked similar questions to those posed in Phase 1 of the study about factors that influenced them in their selection of courses and in their educational and career plans. There were some modifications to the Phase 2 questionnaires in that a few response choices were deleted and some new ones were added. The Grades 11 and 12 students were asked only the question about factors that influenced them in their educational and career plans; the question about course selection was omitted on their questionnaire.

1. Influences on Course Selection

It is important to note that Figures 11 and 12 below only indicate the percentage of students who responded 'very important' for each factor. To fully understand their responses to these questions, it is necessary to consider the percentage of students who responded in all four categories: 'very important', 'somewhat important' 'not very important' and 'not at all important' (see Tables B9 to B25 in Appendix B). In order to show the changes in the responses of the Grade 10 students in the restructured program over the two years, the responses of the first new cohort in the Phase 1 analysis and those from the second new cohort in the current Phase 2 analysis are presented in these two figures below (Figures 11 and 12) by the type of courses the students took (Academic or Applied). (See Tables B10 to B25 in Appendix B and Tables C42 to C56 in Appendix C of the Phase 1 report.)

**Figure 11: Factors Influencing Academic Course Selection
for Students in Grade 10 (1st & 2nd New
Cohorts; % 'very important')**

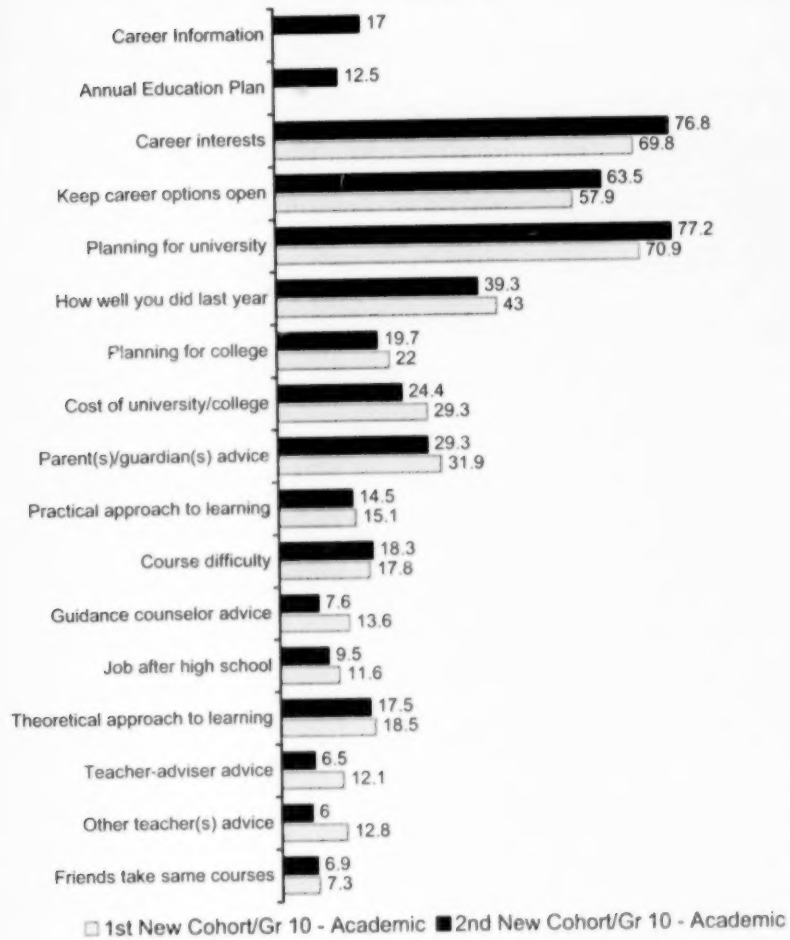
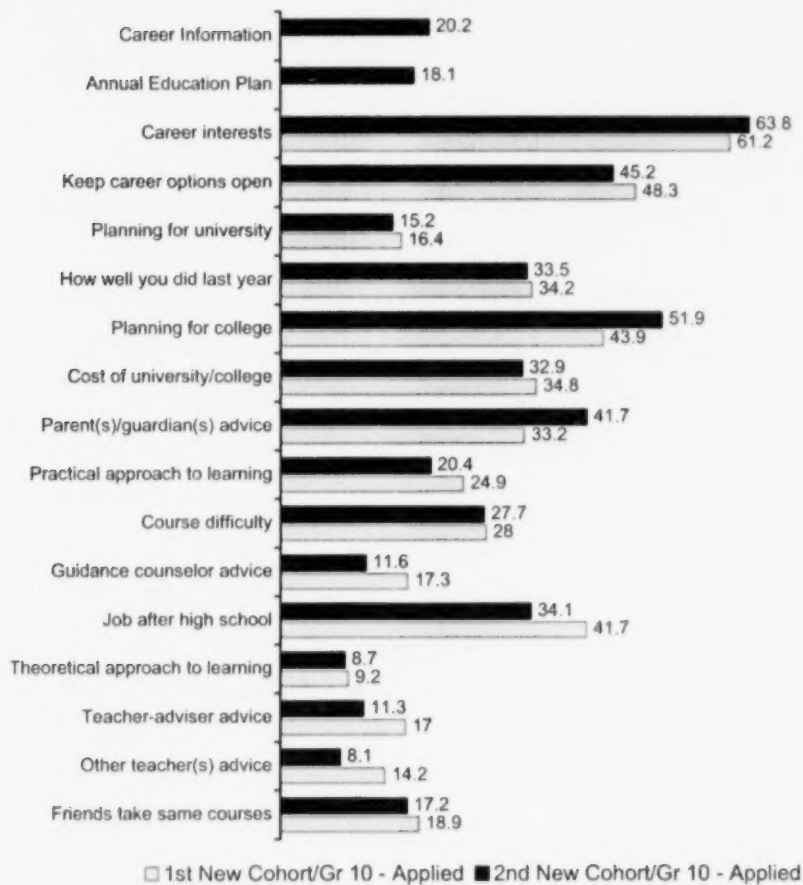


Figure 12: Factors Influencing Applied Course Selection for Students in Grade 10 (1st & 2nd New Cohorts; % 'very important')



The Annual Education Plan was introduced for the second new cohort students in the latter part of elementary school. The Annual Education Plan played a larger role for those taking Applied (Figure 12) than Academic (Figure 11), but it clearly has had a significant impact on some students. In the same fashion, the teacher-adviser had more impact on course selection for students taking Applied courses than was the case for those taking Academic courses. Overall the driving force in course selection for the majority of students was career planning (i.e., careers interests and keeping career options open; fewer of the students in Applied courses indicated the latter). Not surprisingly, the students who took

Academic courses focused on university planning and the students who took Applied, on college planning. Far more of the Applied students emphasized course difficulty and the job after high school in their course selection considerations compared to the Academic students. Previous academic achievement, cost of post-secondary education and the advice of parents played an important role for about one-third of both groups of the students. The importance of the distinction between theoretical and practical approaches to learning was only evident in the responses of students who took Applied courses. Interestingly, Applied students were far more likely to be influenced by the courses their friends took.

There were small differences between the first and second new cohorts on most of the factors. For both groups career interests took on more importance for the second new cohort as well as planning for university for the Academic students and planning for college for the Applied students.

Students taking a mix of Academic and Applied courses were more influenced by college planning than university planning in their course selection, and like the other two groups, the second new cohort seemed even more influenced by career planning in their selection of courses. (See Table B10 to B25 in Appendix B.)

2. Influences on Career/Job Aspirations

Figures 13 and 14 present the factors that influenced Grade 10s in the first and second new cohorts (respectively) in developing their educational and career plans (see Tables B26 to B34 in Appendix B and Tables C17 to C27 in Appendix C of the Phase 1 report). The Phase 2 questionnaires included a number of items on student educational planning that reflect a major emphasis of the restructured program.

Figure 13: Factors Influencing Educational and Career Plans of Grade 10 Students (2000-01), by Course Type (1st New Cohort; % 'very important')

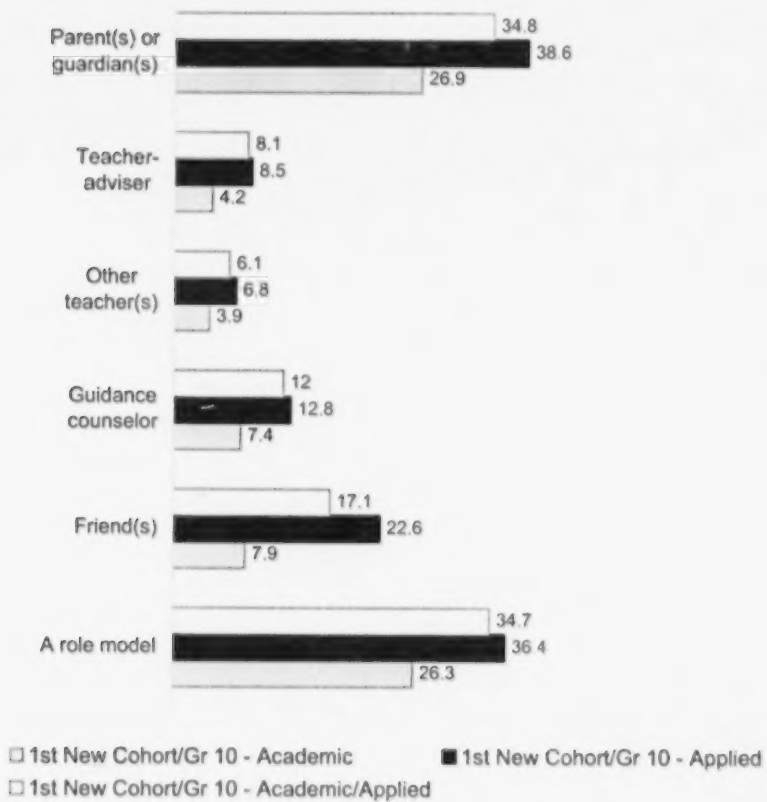
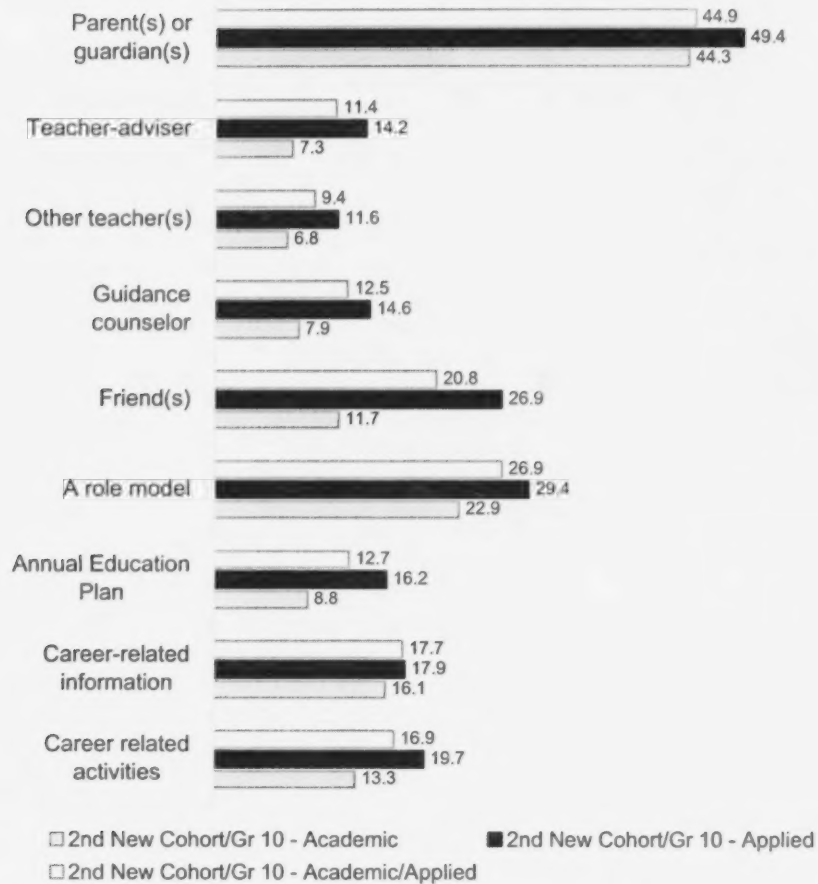


Figure 14: Factors Influencing Educational and Career Plans of Grade 10 Students (2001-02), by Course Type (2nd New Cohort; % 'very important')



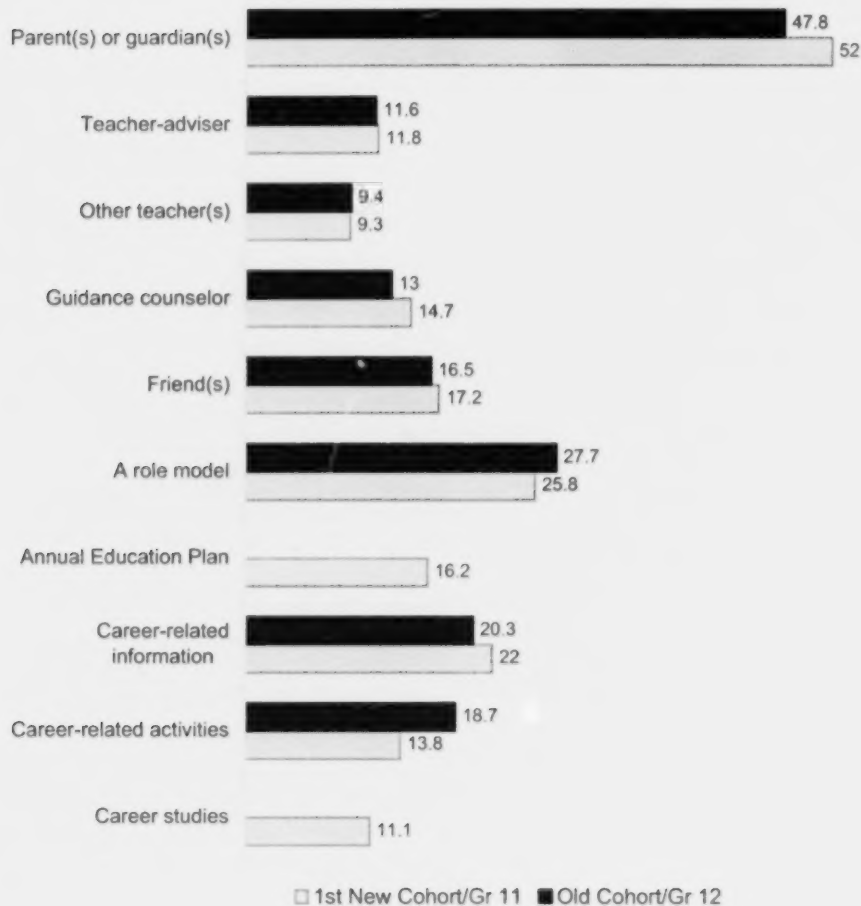
Parents of the second of the new cohort students appeared to play a bigger role in influencing their children's plans about post-secondary and career destinations than the parents of the first of the new cohorts, perhaps because they had a greater understanding of the characteristics of the restructured program than the parents of the first new cohort.

Role models were also quite significant contributors for all categories of students in both cohorts. The growing influence of teacher-advisers can be seen in their greater impact for the second of the new cohort in Grade 10.

Differences between Applied and mix of Academic/Applied students in Grade 10 tended to be small on most of the measures. However, for students who took Academic courses, lower proportions for almost all the factors were 'very important' in comparison to the views of the other groups. This might reflect more certainty in educational planning and correspondingly less responsiveness to external influences. Applied students were more likely to take their friends' plans into account when making educational decisions than students who took Academic or a mix of Academic and Applied courses.

Figure 15 presents the factors that influenced students from the first new cohort when in Grade 11 compared to those that influenced students from the old cohort in Grade 12 when making their educational and career plans (see Tables B35 to B52 in Appendix B). The figures include all students, whatever their educational goals, and presents only the proportion who indicated 'very important' to each factor.

**Figure 15: Factors Influencing Educational and Career Plans
(1st New Cohort & Old Cohort; % 'very important')**



It is quite reasonable that parents play an even more influential role for students when they are in Grades 11 and 12 than in earlier grades. This finding emphasizes the importance of well-informed parents. The importance of role models is also reinforced for senior students, a finding that suggests that role model exemplars could have a fundamental place in career planning.

The implementation of an Annual Education Plan appears to be having a useful effect on students' career decision making. In combination, the career-related

activities offered by schools appears to be influencing a substantial proportion of students.

D. Grade 11 Course Offerings and Selection

The newly developed Grade 11 courses in the restructured programs were first offered in the 2001-02 school year. A new destination-based framework was used to classify the courses in the following categories: University, University/College, College, Workplace and Open. The course expectations were developed and vetted by experts, but never actually fieldtested in schools. After university and college representatives examined the course guidelines for viability and appropriateness, they prepared their admission requirements for first year programs. However, this process was relatively late in evolving and a full range of course programming and sequencing was generally not available to schools, parents and students at the time that course calendars were prepared. It was difficult to determine the factors that students would take into account while selecting their courses, especially differentiating between University and University/College courses. In the sections below, we discuss: (1) the courses that schools chose to offer in their calendars based on all the new Ministry guidelines, (2) the percentage of students selecting each of the Ministry courses, and (3) school scheduling for the delivery of courses that students selected.

1. Course Calendars

Generally speaking, the course descriptions presented in secondary school calendars were taken directly from Ministry guidelines. Course sequencing in Mathematics and Science for Grades 11 and 12 was commonly presented, but there was virtually no discussion in the calendars about how courses might be combined to meet career interests and how related they are to the requirements of post-secondary programs. At the time of our visits to the focus group schools, guidance counselors commented about the lack of information available to guide students in course selection. Many had only recently received information about university requirements, but little information was provided regarding available

spaces. Although information distributed in the Ministry of Education publication *Update* assured all qualified students of a place in a post-secondary education program, the little information available to schools from universities regarding the necessary increases in spaces to respond to the double cohort suggested there would be far fewer spaces than required overall for 2003. Announcements of double cohort plans for expansion from University of Western Ontario, Queen's University, University of Waterloo and the University of Toronto did little to calm the concerns of students and their parents. Course calendars with limited information, guidance counselors without resources and differences between information received from universities and the Government regarding enrolment plans for 2003 created an air of uncertainty for students.

The following excerpt of an English course from a school calendar illustrates the need for more context regarding each course, how the course might fit in with students' overall program, and how it links to preceding and succeeding courses.

Canadian Literature, Grade 11 University/College Preparation

This course emphasizes the study and analysis of literary texts by Canadian authors for students with a special interest in Canadian literature. Students will study the themes, forms, and stylistic elements of a variety of literary texts representative of various time periods and of the diverse cultures and regions of Canada, and will respond personally, critically, and creatively to them.

Although the following Technology course description does mention careers in the field, it does not provide detailed context on the actual purpose of the course and how it fits in both in terms of both secondary preparation and overall career plans.

Communications Technology Grade 11, University/College Preparation

This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will develop knowledge and skills relating to the assembly, operation, maintenance, and repair

of the basic and more complex components of a range of communication systems. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

In summary, then, school course calendars available for student course selection and career planning for the 2001-02 school year typically did not provide students with direction regarding course sequencing, programmatic integration of courses, relationships between Grade 11 courses, Grade 12 courses and post-secondary education requirements, and career planning.

2. Courses Listed in School Calendars and Course Selection

In this section, we present the courses offered in the calendars from 64 composite secondary schools with a broad representation of school size and location in Ontario. The tables that follow also incorporate the percentages of students who selected each Ministry course from a sample of 46 schools.

There are 90 new Grade 11 courses available. It would be difficult for the average secondary school to offer all these courses and expect to obtain sufficient enrolments to schedule them. In addition, many schools do not have the facilities and equipment to offer Technology courses. In the past, it has been commonplace for schools to blend classes across grades and course types, especially in The Arts, Technology, and Health and Physical Education. The new courses are quite detailed in student expectations and are clearly differentiated one from the other; it would undoubtedly present difficulties for teachers if courses had to be combined because of small enrolments. At the end of this section, we briefly discuss scheduling decisions and their implications.

It must be noted that school decisions to offer or not to offer particular courses are typically made when the course calendars are prepared. For the Grade 11 programs for the school year 2001-02, course offering decisions were made based on school resources (e.g., laboratories, technology facilities), school size

(many low enrolment sections are not feasible), previous patterns of course selection (including in the new Grade 9 and 10 curriculum) and teacher availability and interest.

Since this is the first year that students selected their programs from the range of the new Grade 11 courses, schools may have decided not to offer courses that students would have found relevant, and they may have offered courses that had little interest to students.

a. English

Table 6 indicates that Grade 11 English (University) was offered in all the schools in the sample, and Grade 11 English (College), Media Studies (Open) and English (Workplace) were offered in three-quarters of the schools. The other four English courses were offered in less than one-quarter of the schools. Over two-thirds of the students enrolled in Grade 11 took English (University) and about one-quarter took English (College). The percentage of students taking English (University) is higher than the proportion of students planning on attending university, although if we add in the responses to 'uncertain', they are similar in size. The media course is relatively popular and it has the advantage of meeting the optional/required course needed for graduation as seen in this excerpt from the Requirements for the Ontario Secondary School Diploma (OSSD):

an additional credit in English, or a third language, or social sciences and the humanities, or Canadian and world studies course

excerpt from Ontario Ministry of Education and Training, 1999, p.9

Only 3 percent of students selected Grade 11 English (Workplace), although it was offered in three-quarters of the schools. This means that this course was rarely scheduled because there were insufficient numbers to make up a section.

Table 6: Grade 11 English Offered & Selected

English	# Schools Offering (of 64 schools)	% Grade 11s Selecting (in 46 schools)
ENG3U	64	67.6
ENG3C	61	24.1
ENG3E	47	3.0
ELS3O Literacy Skills	31	2.0
EMS3O Media Studies	46	9.7
EPS3O Presentation & Speaking Skills	15	0.5
ETC3M Canadian Literature	15	0.2
ESL CO	12	
ELDCO	9	

b. Mathematics

After a thorough analysis of course content of the new Grade 11 and 12 Mathematics courses and Ontario universities program and admission requirements, the Ontario Association of Mathematics Educators (OAME) made a series of recommendations to guide students in their course selection decisions. They stated: "the majority of university-bound students or students planning to study technology at colleges should take this course (MCF3M)". Table 7 indicates that all of the 64 schools offered Grade 11 Functions and Relations (University) and 63 of the 64 offered Mathematics of Personal Finance (College); however, five of the schools did not offer the Functions (University/College) course recommended by OAME to be taken by the majority of university-bound students. Unlike English, Mathematics is offered as a University/College course, but only one-quarter of the students selected this course. Mathematics for Everyday Life (Workplace) appeared in the calendars of most of the schools, and in many of the schools there were sufficient students to schedule a section; but it was taken by only 6.2 percent of students in the 46-school sample.

The percentages of students taking Grade 11 Mathematics falls short of the overall Grade 11 enrolment because a substantial number of students had failed Mathematics and were taking it at the Grade 10 level.

Table 7: Grade 11 Mathematics Offered & Selected

Mathematics	# Schools Offering (of 64 schools)	% Grade 11s Selecting (in 46 schools)
MCR3U Functions and Relations	64	36.8
MBF3C Mathematics of Personal Finance	63	24.2
MCF3M Functions	59	26.0
MEL3E Mathematics for Everyday Life	53	6.2

It appears that there was a fundamental difference in the approach taken by schools with regard to advising students about course selection in Grade 11 Mathematics. Table 8 presents the percentages of students enrolled in four schools. Schools A and B had similar ratios of English (University) and English (College), but dramatically different ratios in University Mathematics (University) and Mathematics (College). Schools C and D reinforce the same point with their similarities in English course selection and differences in Mathematics selection. Some schools are apparently following traditional patterns in Mathematics course selection (most students taking University Mathematics) while others are more closely following OAME guidelines. This situation could create problems with regard to university admission decisions.

Table 8: Grade 11 Students Selecting English & Mathematics in Four Schools (2001-02)

<i>school:</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
<u>ENGLISH:</u>				
ENG3U	78	78	63	69
ENG3C	17	17	30	25
ENG3E	-	-	1	4
<u>MATHEMATICS:</u>				
MCR3U	17	54	41	25
MCF3M	45	18	23	41
MBF3C	28	15	23	22
MEL3E	4	3	3	9

c. Science

In view of the course selection patterns in Mathematics, it seems contradictory to find so few students who took Science (University/College -- SNC3M) and so many who took the three university-preparation courses (see Table 9).

Table 9: Grade 11 Science Offered & Selected

Science	# Schools Offering (of 64 schools)	% Grade 11s Selecting (in 46 schools)
SBI3U Biology	64	37.6
SBI3C Biology	59	10.8
SCH3U Chemistry	64	38.3
SPH3U Physics	63	31.0
SNC3M Science	22	3.9
SNC3E Science	40	2.3

Only one-third of the schools offered Science (University/College: SNC3M) and less than 4 percent of the students in the course selection sample selected the course. Very few of the schools had sufficient students select the courses to offer a section. This was also true for Science (Workplace: SNC3E); that is, although 40 of the 64 schools offered the courses, only in rare cases were there enough students to offer a section.

All of the composite schools in the sample offered Biology (University) and Chemistry (University), and all but one offered Physics (University). Most offered

Biology (College), but 86 percent of the Science courses selected were university preparation courses.

d. French as a Second Language

Very few of the schools in our sample offered the Extended and Immersion French courses (Table 10). Although the core French (University) was offered in 60 schools, student selection numbers were low, and it was difficult for most of these schools to put together a single section. It is clear that very few students are planning a post-secondary program that involves French.

Table 10: French as a Second Language Offered & Selected

French as a Second Language	# Schools Offering (of 64 schools)	% Grade 11s Selecting (in 46 schools)
FEF3U Extended French	15	1.4
FIF3U French Immersion	12	3.1
FSF3U Core French	60	6.8
FSF3O Core French	16	11.2

e. Canadian and World Studies

None of the Grade 11 courses in Canadian and World Studies are specifically required for graduation, but any one of them may meet the OSSD requirement of:

an additional credit in English, or a third language, or social sciences and the humanities, or Canadian and world studies course

excerpt from Ontario Ministry of Education and Training, 1999, p.9

Despite the long tradition of history and geography courses being offered in all schools, it could not be expected that the full set of Canadian and World Studies courses would be offered by all schools. Issues of what to offer and whether courses should be scheduled or not are particularly apparent in the case of Canadian and World Studies.

Very few schools offered the 14 courses included in Canadian and World Studies. The University/College History, Geography and Law courses were most commonly offered (See Table 11) with the largest enrolments found in the Law (University/College) course (22.4%). The most popular of the Geography courses attracted only 6.2 percent of the Grade 11 enrollees, and World History to the 16th Century drew 14.5 percent.

The numbers of student selections were so low for many of these courses that they were scheduled in only a few schools. Less than one percent of the students in the sample of 46 schools selected Economics (Workplace), Americas: Geographic Patterns and Issues (University/College), Geographic Toolkit (Workplace), and Canadian Politics and Citizenship (Open). Numbers were only slightly higher in the Canadian 20th Century History (Open) and Law (Workplace).

**Table 11: Grade 11 Canadian and World Studies
Offered & Selected**

Canadian & World Studies	# Schools Offering (of 64 schools)	% Grade 11s Selecting (in 46 schools))
CIE3M – Individual & the Economy	19	3.2
CIC3E – Making Economic Choices	6	0.0
CGD3M – Americas: Geographic Patterns & Issues	5	0.7
CGF3M – Physical Geography: Patterns, Process	57	6.2
CGT3E – Geographic Toolkit	12	0.4
CGG3O – Reg'l Geog/ Travel & Tourism	49	9.7
CHA3U – American History	34	5.2
CHW3M – World History to 16 th C	56	14.5
CHH3C – Canadian History & Politics	9	0.0
CHH3E – Canadian History & Politics	5	0.1
CHT3O – 20 th C History	21	1.5
CLU3M – Canadian Law	53	22.4
CLU3E – Canadian Law	27	1.5
CPC3O – Canadian Politics & Citizenship	5	0.3

Clearly there are too many courses in this grouping for typical composite schools to make them available to students. The non-viability of workplace courses is discussed later, but the problems with scheduling all 14 Canadian and World Studies courses require some attention to establishing priorities. Teacher availability/interest should not be the only determinant of course offerings.

f. Social Sciences and Humanities

This grouping blends the Home Economics, World Religions and Society and Change courses in the previous program. None of the ten Social Sciences and Humanities courses are required for graduation, but any one of them can meet the OSSD requirement of:

an additional credit in English, or a third language, or social sciences and the humanities, or Canadian and world studies course

excerpt from Ontario Ministry of Education and Training, 1999, p.9

As in the previous Canadian and World Studies grouping, there are too many courses for a typical school to offer each year. Again course offering decisions are made based on staff interest and availability, school size, and previous patterns of selection of similar courses. Most of these courses are only offered in one-third or fewer of the schools (Table 12). The Parenting (Open) course and Introduction to Anthropology, Psychology and Sociology (University/College) were offered in about two-thirds of the schools. This latter course was the only one selected by relatively large numbers of students. Parenting (Open) and the World Religions (University/College) attracted enough students to offer at least one section in the schools where the courses were offered. Unlike many of the Canadian and World Studies courses, many of these courses were actually scheduled in schools because they were offered where there were fewer other alternatives and some student interest.

**Table 12: Grade 11 Social Sciences & Humanities
Courses Offered & Selected**

Social Sciences and Humanities	# Schools Offering (of 64 schools)	% Grade 11s Selecting (in 46 schools)
HPW3C – Living & Working with Children	22	6.8
HIR3C – Managing Personal Family Resources	13	2.0
HIP3E – Managing Personal Resources	21	1.2
HNC3O – Fashion & Creative Expression	24	4.6
HLS3O – Living Space & Shelter	19	0.9
HPC3O – Parenting	42	10.4
HSP3M – Introduction to Anthropology/ Psychology/ Sociology	41	28.4
HZB3O – Philosophy	6	0.4
HRT3M – World Religions: Beliefs, Issues & Traditions	21	10.5
HRF3O – World Religions: Beliefs & Daily Life	8	5.1

g. Native Studies

Table 13 shows the Native Studies courses that were offered in very few of the 64 schools. No information was available for the percentages of students who selected Native Studies in the 46 schools.

Table 13: Grade 11 Native Studies Offered

Native Studies	# Schools Offering (of 64 schools)
NBE3U – English: Contemporary Aboriginal Voices	0
NDA3M – Current Aboriginal Issues in Canada	2
NBV3C – Aboriginal Beliefs, Values & Aspirations in Contemporary Society	1
NBE3C – English: Contemporary Aboriginal Voices	2
NBE3E – Aboriginal Beliefs, Values & Aspirations in Contemporary Society	2
NBV3E – English: Contemporary Aboriginal Voices	1

h. Business Studies

Business Studies courses were offered as University/College, College, Workplace and Open courses (Table 14).

Table 14: Grade 11 Business Studies Courses Offered & Selected

Business Studies	# Schools Offering (of 64 schools)	% Grade 11s Selecting (in 46 schools)
BAF3M – Introduction to Financial Accounting	60	19.2
BAI3E – Introduction to Accounting	33	1.0
BDI3C – Introduction to Entrepreneurial Studies	42	5.1
BDP3O – The Enterprising Person	10	0.7
BTA3O – Information Technology Applications in Business	54	9.9
BMI3C – Introduction to Marketing	39	7.5
BMX3E – Introduction to Retail & Services Marketing	27	0.6

Introduction to Financial Accounting (University/College) was offered in most of the schools and attracted nearly 20 percent of the Grade 11 students.

Information Technology Applications in Business (Open) was also available in most schools and attracted one in every ten students. The two Workplace courses were offered in about half of the schools, but drew very little interest.

The Enterprising Person (Open) targeted at young entrepreneurs was only offered in ten of the schools and rarely selected in those schools.

i. Technological Studies

Less than half of Ontario secondary schools have the facilities to offer a full range of technology programs. However, most could offer the Computer and Communications Technology courses (Table 15).

**Table 15: Technological Studies Courses Offered
& Selected**

Technological Studies	# Schools Offering (of 64 schools)	% Grade 11s Selecting (in 46 schools)
TGJ3M – Communications Technology	46	14.9
TGJ3E – Communications Technology	23	0.6
TCJ3C – Construction Technology	28	9.0
TCJ3E – Construction Technology	33	3.2
TPA3C – Health Care	4	0.4
TPE3E – Hairstyling/ Aesthetics	10	2.4
TFT3C – Hospitality	9	2.1
TFH3E – Hospitality & Tourism	11	0.7
TMJ3C – Manufacturing Engineering Technology	28	3.3
TMJ3E – Manufacturing Engineering Technology	27	2.4
TDJ3M – Technological Design	30	7.5
TDJ3E – Technological Design	19	0.8
TTJ3C – Transportation Technology	27	5.1
TTJ3E – Transportation Technology	28	4.2
ICS3M – Computer & Information Science	53	17.6
ICE3M – Computer Engineering	26	6.3
ICE3E – Computer Engineering	8	0.3

Computer and Information Science (University/College) was offered in most of the schools (53) and was selected by nearly 18 percent of the Grade 11 students. Communications Technology (University/College) was offered in two-thirds of the schools and selected by 15 percent of the Grade 11s.

As anticipated, the courses that evolved from the traditional technical fields were offered in less than half the schools: Construction Technology (College), Transportation Technology (College), Manufacturing Engineering Technology (College) and Technological Design (University/College), and attracted similar numbers as they had in the past. Although the main Workplace courses were offered in nearly half the schools, enrolments were so low that they could rarely be delivered in full sections. Health Care was offered in only a few schools and selected by only a few students. It is difficult to imagine a course titled 'Computer Engineering' being attractive to workplace-oriented students, and this proved to be the case.

j. The Arts

Many Arts educators were concerned that with the larger number of required courses and the four-year graduation expectation, enrolments in Arts courses would suffer. A substantial number of students in focus group discussions did note that their timetables were too full for them to take the Arts course they would have liked to have taken (also see section E2 for survey results) Arts courses are offered in the University/College and Open formats (Table 16). If we combine the University/College and Open course selection numbers, it can be seen that substantial numbers of students are taking Music (16%), Visual Arts (20%) and Dramatic Arts (12%). These numbers are similar to Grade 11 enrolments in the previous system. Almost all the schools offered Music and Visual Arts in Grade 11 and over half offered Grade 11 Dramatic Arts. Dance is only offered in a few schools and where it is offered, typically, one section is delivered.

**Table 16: Grade 11 Arts Courses Offered
& Selected**

The Arts	# Schools Offering (of 64 schools)	% Grade 11s Selecting (in 46 schools)
ATC3M – Dance	7	1.2
ATC30 – Dance	6	0.1
ADA3M – Dramatic Arts	33	5.0
ADA30 – Dramatic Arts	38	6.8
ASM30 – Media Arts	8	
AMU3M – Music	63	8.3
AMU3O – Music	35	7.6
AVI3M – Visual Arts	49	10.1
AVI30 – Visual Arts	37	9.8

k. Health and Physical Education

The Grade 11 Healthy Active Living Education course (PPL30) was offered in some form in all 64 schools. All but four offered the basic course but others broke it down into some or all of the following subsets: Personal and Fitness Activities (PAF30); Large Group Activities (PAL30); Individual and Small Group Activities (PAI30); Aquatics (PAQ30); Rhythm and Movement (PAR30); and Outdoor Activities (PAD30).

Educators concerned about the physical health of young people would be concerned that only 40 percent of Grade 11 students took a formal course emphasizing physical activity. Also a concern is the Health for Life course (PPZ30) that was only offered in 17 of the 64 schools with rarely enough students to schedule a section.

Table 17: Grade 11 Health and Physical Education Courses Offered & Selected

Health and Physical Education	# Schools Offering (of 64 schools)	% Grade 11s Selecting (in 46 schools)
PPL3O – Healthy Active Living Education	60	40.4
PPZ3O – Health for Life	17	3.4

I. Guidance/Career Education

If students plan to graduate in four years, it is difficult to find timetable space for a Guidance and Career Education credit in Grade 11. Only eight schools offered Designing Your Future (GWL30), and very few students selected the course. One of the purposes of the course was to provide information and experiences for students planning on going to work directly from high school. However, this category of students has typically had problems in Grades 9 and 10 and has to use Grade 11 to recover failed required courses.

The Leadership and Peer Support course (GPP30) was offered in 24 of the 64 schools, but very few students participated in it. Enrolments in this course in the schools visited were relatively low, but the course provided an opportunity for students to tutor fellow students who were struggling with their courses in Grades 9 and 10. In light of the difficulties experienced by many students in the restructured program, this course provides not only useful learning opportunities for those who take it, but also serves the broader goal of providing remedial help to students who require it.

The Advanced Learning Strategies course (GLE30), modified for Grade 11 students who had an IEP, (GLE30 was not listed in any of the calendars) was taken by a few students.

Table 18: Grade 11 Guidance/Career Education Courses Offered & Selected

Guidance/Career Education	# Schools Offering (of 64 schools)	% Grade 11s Selecting (in 46 schools)
GWL30 – Designing Your Future	8	2.1
GPP30 – Leadership and Peer Support	24	2.3
GLE30 – Advanced Learning Strategies		.9

m. Locally Developed Compulsory Courses

Locally Developed Compulsory Courses (LDCC) were intended to meet needs not met by provincial curriculum policy documents. A board may develop only one course in each of Mathematics, English and Science that can be counted as a compulsory credit. Optional LDC courses can also be developed but few boards have done so. The most common practice is for LDCC courses to be developed for students who may have difficulty succeeding in Grade 9 Applied English, Mathematics and Science. The courses count as compulsory credit in Grade 9 and are assumed to provide students with the necessary skills to be successful in Applied courses in Grade 10. However, if Locally Developed Courses in these three subjects are offered at Grade 10 as well as Grade 9, the Grade 10 courses are not given compulsory credit value, though they do count as optional credit.

Table 19 presents the numbers and percentages of students enrolled in these courses in 1999-2000 and 2000-2001. From an enrolment of less than 1 percent of Grade 9 students in each of the three courses in 1999, enrolments grew dramatically in the second Grade 9 year of the restructured program to 4.9 percent in English, 6.3 percent in Mathematics and 4.4 percent in Science. This growth pattern is a clear indication of the response by schools to the difficulty that

students were experiencing in the first year in Applied courses, especially in Mathematics.

**Table 19: Enrolments in Locally Developed Courses
(1999-2000 & 2000-2001)**

Cohort in new program/grade/year	English		Mathematics		Science	
	n	%*	n	%	n	%
1 st New Cohort Gr 9, 1999-00	1,086	.8	1,269	.9	1,054	.8
2 nd New Cohort Gr 9, 2000-01	7,156	4.9	9,603	6.3	6,885	4.4
1 st New Cohort Gr 10, 2000-01	1,607	1.1	1,859	1.4	867	.6

*Percentages are based on the total enrolment in the subject area for the grade.

The relatively small enrolments in Grade 10 Locally Developed Courses indicate that these courses are either serving essentially a remedial function or are a part of a non-credit program for students with a vocational orientation. That is to say, the courses may form the core of academic programming in vocational schools as well as serving as remedial programming in composite schools.

The growth of Grade 9 LDCC after the first year of the restructured program should be viewed in combination with the increase in the proportion of students taking Grade 9 Applied English, Mathematics and Science. The consequent decline in the proportion of students taking Academic English, Mathematics and Science also requires further analysis.

Approximately the same proportions of students were taking Academic and Applied courses in Grade 10 as were taking Advanced and General courses in the past. However, very few Grade 10 new cohort students took LDC compared with about 6 percent for the old cohorts taking Basic level courses. This may be a factor in explaining the relatively high failure rates in the new cohort Applied

courses in Grades 9 and 10 (see section F). That is to say, students who were taking Basic level courses are now mainly enrolled in Applied courses.

3. School-to-Work Experiences

One of the main purposes of the restructured secondary school program was to develop courses and programs that facilitate the school-to-work transition of young people. The introduction of destination-related courses in Grades 11 and 12 was specifically targeted at this goal. In the following section, we assess the viability of the Workplace courses in terms of courses offered by schools and course selection by students.

Cooperative Education has developed into a fundamental component of secondary school programming; however, it may not continue to play as prominent a role with the implementation of the restructured program because students have fewer opportunities to take optional courses in the four-year program than they had when the graduation norm was five years. The characteristics of Cooperative Education programming were analyzed in the next section based on a review of course calendars and cooperative education enrolments. In the final section, an analysis of other school-to-work programming is presented.

a. Workplace Courses/Programming

In the previous sections, we presented course offerings and student selections in all the new Grade 11 courses. We touched briefly on Workplace courses, but in this section we consolidate the offerings and selections in Workplace courses to test the overall viability of these courses.

i. Workplace Courses

Table 20 presents the number of schools of 64 offering each of the 18 Workplace courses followed by the percentage of Grade 11s selecting each of the courses from 46 schools.

**Table 20: Grade 11 Workplace Courses
Offered & Selected**

Workplace Courses	# Schools Offering (of 64 schools)	% Grade 11s Selecting (in 46 schools)
English	47	3.0
Mathematics	52	6.2
Science	40	2.3
Making Economic Choices	6	0
Geographic Toolkit	12	.4
Canadian History & Politics	5	0
Canadian Law	27	1.5
Managing Personal Resources	21	1.2
Introductory Accounting	33	1.0
Intro to Retail & Services Marketing	27	.6
Communications Technology	46	.6
Construction Technology	33	3.2
Hairstyling & Aesthetics	10	2.4
Hospitality & Tourism	11	.7
Manufacturing Engineering Technology	27	2.4
Technological Design	19	.8
Transportation Technology	28	4.2
Computer Engineering	8	.3

Three percent of Grade 11 students selected the English Workplace course. This course is targeted at students who are expected to graduate from secondary school and go directly to work. It has a prerequisite of Grade 10 Applied English. Our focus group analyses indicate that the majority of students enrolled in this course are on an Individual Education

Plan, and have not successfully completed the prerequisite course, but have taken LDC in Grades 9 or 10.

In the vast majority of schools the numbers of students enrolled in the Workplace English are too small to offer it as a separate section and so the students must be integrated into the English (College) course or in a class with whatever is left of the senior Basic level students. The course was offered in 47 of the schools, but in the focus group schools it is rarely delivered as outlined in the course guidelines, and the students who take it typically receive a remedially oriented course.

About six percent of Grade 11 students selecting Mathematics do so in the Mathematics (Workplace) course. This course appears to be multifunctional in that: (1) it meets the need for a required Mathematics course; (2) it serves as preparation for work; and (3) it provides remediation in basic mathematics skills. In practice many of the students taking this course are in an IEP. Although the numbers are greater than in English (Workplace), they are still insufficient in most schools to offer a separate section. The students may be integrated into the Mathematics (College) course, but more likely combined with whatever is left of senior basic level students. For the most part, the course serves a remedial function. Although the Mathematics (Workplace) course was offered in most of the English secondary schools in the sample, it was not selected by any students in about 20 percent of them.

Only about two percent of Grade 11 students selecting Science did so in the Science (Workplace). The course was not selected by any students in nearly half of the schools and when it was, the numbers were usually too small to offer it as a separate section.

The following Canadian and World Studies (Workplace) courses were offered in very few schools and attracted almost no students: Making Economic Choices, Geographic Toolkit, and Canadian History and Politics. Canadian Law (Workplace) was offered in more schools, but student selections were few. Managing Personal Resources (Workplace) was offered in one-fifth of the schools, but selected by very few students. Introductory Accounting (Workplace) and Introduction to Retail and Services Marketing (Workplace) were offered in almost half of the schools, but again, they attracted very few students. Almost half of the schools offered the three standard Technology courses, Transportation, Construction and Manufacturing Technology for Workplace preparation, and the numbers of students selecting these technology courses were usually sufficient to offer them as separate sections.

We analyzed a small sample of student timetables and found that the students taking the Technology (Workplace) courses were, for the most part, students taking their Mathematics and English at the College preparation level. A small number of schools (10) offering the Hairstyling and Aesthetics (Workplace) course had a sufficient enrolment to offer the course. Computer Engineering (Workplace) was offered in only eight schools, was selected by only a few students, but did not make it to the schools' timetable.

ii. Workplace Programming

Do schools offer distinctive Workplace programs? There was no clear directive from the Ministry of Education regarding combining or sequencing courses in Grades 11 or 12 with a Workplace orientation. In order to determine whether the schools offered and delivered workplace-oriented programs, we reviewed school calendars, course selection and enrolment data, student timetables and focus group school interviews. The Workplace courses exist in many schools but without a clear

delineation as to how they fit within a set of courses that lead to graduation.

One of the difficulties of program development at this early stage of the implementation of the new curriculum is that the students who might contemplate taking courses that lead directly to work after secondary school are those students who have experienced difficulties in Grades 9 and 10 courses. And as a result, because of lost credits in key subject areas, the timetables of potential candidates for Workplace courses/programs are inevitably made up of a 'mish mash' of course repetitions to meet curriculum requirements and courses designed to round out a timetable in which they might hope to have to some success. At the same time, except for Cooperative Education and OYAP, there appears to be very little evidence of suggested programs outlined in the calendars for students who will inevitably go directly to the workforce. In addition, the numbers of students who in Grade 10 select their Grade 11 program with a clear plan to go to work directly from secondary school are so small as to make the school curriculum scheduling and planning almost impossible. Nevertheless, in some schools there is an effort to place students together in course sequences that may get them through to graduation and to work. In summary, with regard to the viability of Workplace courses, there are fundamental problems with student interest, course availability and school scheduling.

b. Cooperative Education

Cooperative Education is defined as follows:

A cooperative education course must be based on a related course (or courses) from an Ontario curriculum policy document or a ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program,

designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future....

Cooperative education courses include a classroom component, comprising pre-placement and integration activities, and a placement component. Students earn cooperative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course

The student may take the cooperative education course concurrently with the related course or after successful completion of that course.

A cooperative education course, including both the classroom component and the placement component, must be scheduled for at least the same number of hours as required for any one of its related courses (for a minimum of 110 hours) and for at most twice the number of hours required for each related course.

(excerpts from Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools)

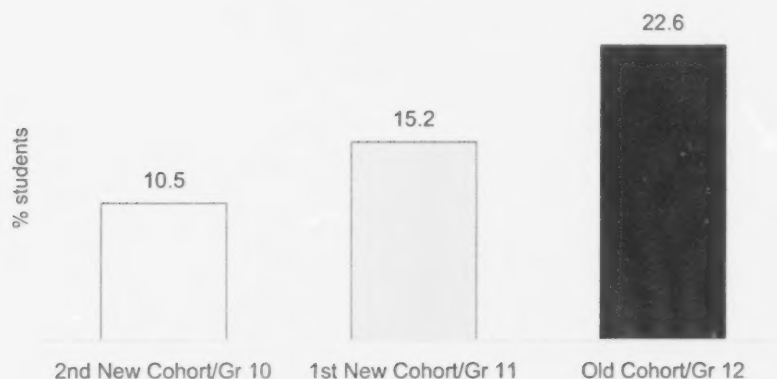
A total of 86 English language course calendars were analyzed with regard to their Cooperative Education programming. Eighty-two (95%) of the schools mentioned Cooperative Education. It was actually listed in the table of contents of about half of the calendars and received major emphasis in about 40 percent of the calendars. The actual term 'Cooperative Education' appeared in only about one-quarter of the students' course selection sheets.

The calendar analysis revealed that there is little uniformity in how Cooperative Education and other work experience programs are depicted within course calendars. This lack of uniformity is evident in which work experience programs are emphasized within course calendars, and in how work experience programs are presented in terms of visibility, location, descriptions, and procedures. This finding suggests that the suite of work experience programs is not perceived uniformly as an expected and valued component of all school programs.

For the most part, it was necessary for a student to go beyond the calendar description to understand the implications of Cooperative Education for his/her timetable, how it might be linked to academic courses, what the minimum age/grade and credit accumulation is required prior to acceptance as a candidate.

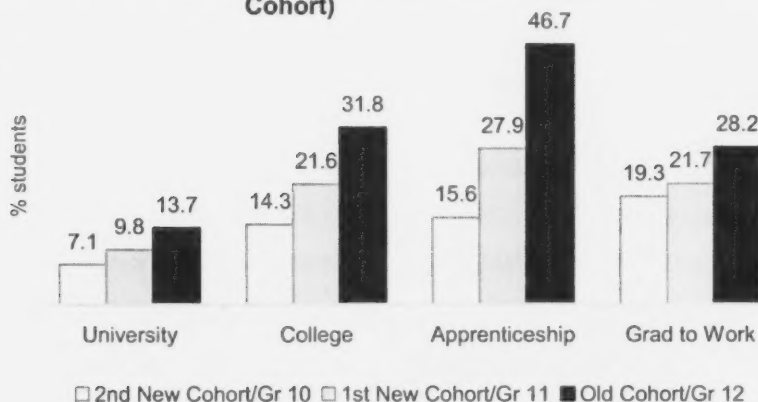
Figure 16 presents the percentage of students in each of the three grades who took Cooperative Education during the course of this school year. Although Cooperative Education is typically taken in Grades 11 and/or 12, 10.5 percent of the Grade 10s took it this year. Nearly one-quarter of the students in Grade 12 were enrolled in Coop. (See Tables B53 to B55 in Appendix B.)

**Figure 16: Took Cooperative Education Credit(s)
This School Year
(1st & 2nd New Cohorts; Old Cohort)**



What are the post-secondary school plans of students taking Cooperative Education? Figure 17 breaks down the percentage of students in the same cohorts who took Cooperative Education this past school year by post-secondary plans. (See Tables B56 to B58 in Appendix B.)

**Figure 17: Took Cooperative Education Credit(s)
This School Year, by Post-Secondary
Plans (1st & 2nd New Cohorts; Old
Cohort)**



In Grade 10, students expecting to work after secondary school were the most likely to take Cooperative Education. For the other two grades, students planning on apprenticeships were the most likely to take Cooperative Education programs. When interpreting the data from Figure 17, it must be remembered that different proportions of students are represented by each category. For example, while only 9.8 percent of Grade 11 students who plan on university were taking Cooperative Education as compared with 27.9 percent of students expected to enter apprenticeship programs, far more university-bound students overall were taking Cooperative Education because they make up a far greater proportion of the total student population than those planning on apprenticeship programs.

Interviews with Grade 11 students emphasized the difficulties that they have in fitting Co-op into their timetables when there are so many required credits to obtain. This was confirmed in the responses to questionnaire items on reasons that students could not take the courses they wanted: a substantial number of students in both Grades 11 and 12 noted that they could not take Cooperative

Education because they could not fit it into their timetable and graduate when expected. (See Figure 18.)

**Figure 18: Reasons for Not Taking Co-op This School Year
(1st New Cohort; Old Cohort)**

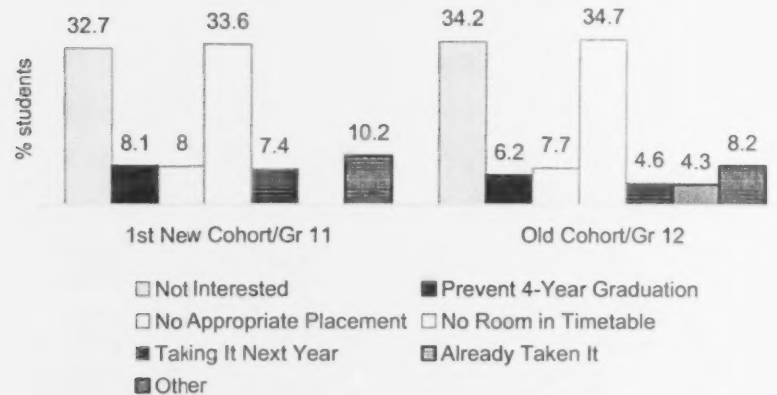
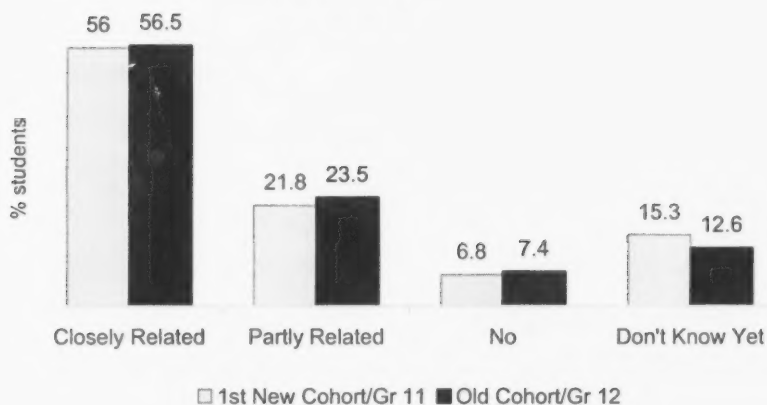


Figure 19 presents students' assessments on the extent to which their Cooperative Education course was related to their career plans. Almost 80 percent of both groups reported that their Co-op course was at least partly related to their career plans. (See Tables B59 and B60 in Appendix B.)

Figure 19: Is Co-op Course Related to Career Plans? (% 'yes'; 1st New Cohort; Old Cohort)



c. Ontario Youth Apprenticeship Program (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) is:

... a specialized program that enables students who are 16 years of age or older to meet diploma requirements while participating in an occupation that requires apprenticeship.

An OYAP student is a student who is earning cooperative education credits for work experience in an apprenticeship occupation. The student may or may not be formally registered as an apprentice while attending secondary school.

All students participating in OYAP must:

- *complete sixteen credits towards the OSSD prior to starting the program;*
- *be enrolled as full-time students during the program;*
- *complete all compulsory credits required for the OSSD.*

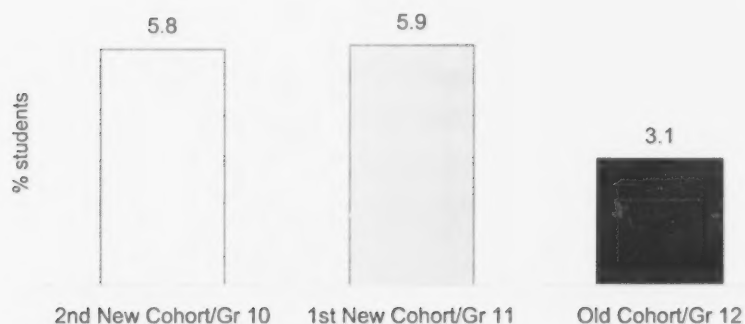
(excerpts from Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools)

About 60 percent of the calendars mentioned OYAP. In most of these, it appeared in a separate section, although in some it was integrated with the course descriptions. In the majority of calendars where OYAP was listed, there was a clear statement that information about the program could be obtained from

guidance counselors; that is to say, the student had to take the initiative to find out more about the program.

Figure 20 indicates that relatively small numbers of secondary school students who actually participated in OYAP (see Table B61 to B63 in Appendix B). It is a rare school that has sufficient students to make up a section, even combining enrolments from Grades 11 and 12. While the program is clearly growing in interest, it presents problems of staffing and scheduling for schools.

**Figure 20: Have Taken or Plan To Take OYAP
While in High School
(1st & 2nd New Cohorts; Old Cohort)**

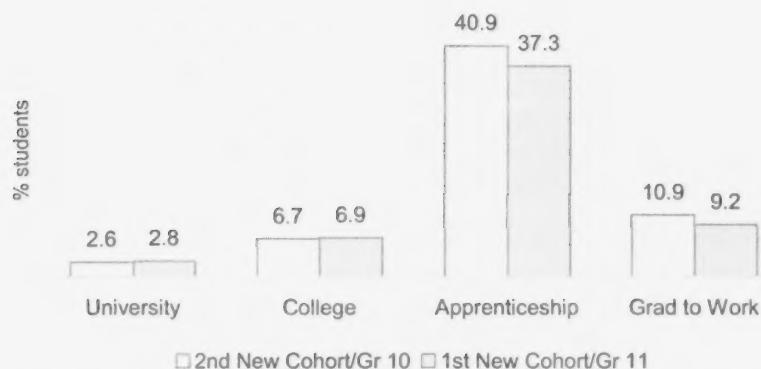


Six percent in the new cohort (Grade 11) took OYAP this school year, and the 6 percent of Grade 10s planning on taking it shows that interest was sustained.

Even greater numbers of Grades 10 and 11 students anticipated taking OYAP in Grades 11 or 12 (see Figure 21). The numbers are small, but the interest is growing as the program becomes more systematically linked to a distinctive trades career. With the variety of OYAP and small enrolments, schools cannot make up a section; therefore, OYAP must be delivered through the regular Technology courses and Cooperative Education placements

About 3.5 percent of students in Grades 10 and 11 stated that they planned on apprenticeships: 40.9 percent of this group from the second new cohort (Grade 10) were planning to take OYAP in high school and 37.3 percent of the group from the first new cohort (Grade 11) were actually taking it or planning to do so (see B64 and B65 in Appendix B).

**Figure 21: Plan to Take (Grade 10 - 2nd New Cohort)
and Plan to Take or Taking OYAP
(Grade 11 - 1st New Cohort)**

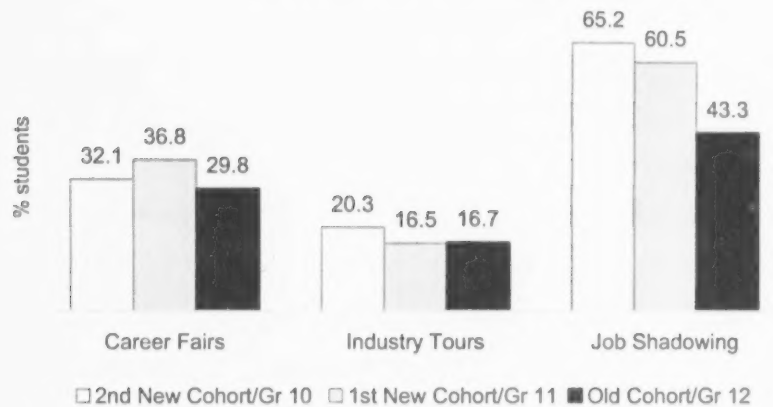


N.B: About 52 percent of students enrolled in Grades 10 and 11 expect to attend university, 30 percent college, 3.5 percent apprenticeship, and 6 percent expect to graduate and go to work

d. Other Career-Related Experiences

The proportions of students who participated in other career-related experiences (career fairs, industry tours, job shadowing) can be seen in Figure 22 (and Tables B66 to B74 in Appendix B).

**Figure 22: Participation in Career-Related Experiences
(1st & 2nd New Cohorts; Old Cohort)**



Note: 'Other' refers to school-based career experiences. 'Other' was not a response choice on the 2nd New Cohort questionnaire.

It is clear that the restructured program has placed more emphasis on career-related activities; for example, over 60 percent of the students in the new cohorts had done job shadowing compared with only 43 percent of the old cohort. The new cohort students had also been exposed to more career fairs and the second new cohort to a lesser extent, industry tours.

4. Community Involvement

A basic graduation requirement in the restructured program is that students must complete 40 hours of volunteer service within their community. Table 21 indicates that at about half way through the school year when the survey was administered, over one-half of each of the new cohorts in Grade 10 had completed some hours of volunteer service (53% of the 1st new cohort students, and 59% of the 2nd new cohort students). Compared to the first new cohort, slightly more of the second new cohort had completed between 1 and 20 hours (27.8% vs. 25%), and about one-fifth of both cohorts had completed the 40 required hours. More than two-thirds of the Grade 11s had completed some

hours, one fifth had completed half the hours and about one-third had completed the total requirement. (See Tables B75 and B76 in Appendix B.)

**Table 21: Community Involvement Hours Completed
(2nd and 1st New Cohorts/Grade 10;
1st New Cohort/Grade 11)**

Hours	2nd New Cohort Grade 10	1st New Cohort Grade 10	1st New Cohort Grade 11
0	40.6	47.1	31.6
1-3	2.9	2.5	1.9
4-10	12.1	11.6	7.8
11-20	12.8	10.9	11.3
21-30	7.9	6.8	9.6
31-39	3.3	2.9	4.5
40 or more	20.3	18.3	33.4

The types of Community Involvement activities listed by students are essentially the same as those outlined in the Phase 1 report. There was virtually no difference in activities noted by first new cohort students in Grade 11 compared to when they were in Grade 10. Examples of their activities and those of the second new cohort in Grade 10 are provided below, classified in broad categories:

Coaching/Sports Activities

- coaching sports and skills such as soccer, gymnastics and skating
- assisting with tournaments, including the 2001 Summer Games
- sports camps and clinics
- timekeeping, scorekeeping, and refereeing

Fundraising/Charity Events

- 30 Hour Famine, AIDS Walk, and other fundraising events such as auctions and bingos
- canvassing for organizations such as the Heart & Stroke Foundation, Cancer Society
- food drives

Service

- helping at hospitals and retirements homes
- working with the handicapped
- home care programs such as Meals on Wheels
- lawn maintenance and snow shoveling for seniors
- shelters
- food banks

Day Care

- counselors for day and summer camps
- after-school programs
- babysitting

Animal Care

- veterinary clinics
- animal shelters
- Humane Society

Mentoring

- tutoring younger students
- Big Brothers/Sisters
- Brownies, Guides, Cubs, Scouts
- community centres such as the YMCA

Religious Associations

- Sunday School, Youth Groups, Bible Camps
- events such as annual bazaars and dinners

Community Events

- annual fairs, festivals and parades
- Shows and Sales, such as antiques and crafts

Clean-Up Programs

- tree planting
- recycling programs
- highway and parks clean-up projects

E. Course Scheduling

1. Introduction

Four decisions have to be made in each school related to the development of master and individual student timetables. The first two of these, course offerings and student course selections have been discussed in the previous section. In this section, we examine school decisions regarding what courses to schedule based on student selections, and in what form the courses should be delivered. We obtained course selection and school master timetables from seven schools in the sample for indepth analysis. It must be noted that there are intervening stages between student course selections to preparation of the first master schedule and the adjusted master schedules in order to take into account students who change their mind after selecting their courses in the spring and students who have been more or less successful in the courses they had taken

the second semester. Some of these changes can be anticipated, for example, fewer students would be scheduled in Mathematics than students had selected because of substantial failure rates in Mathematics courses.

The following is a summary of the scheduling decisions made in the seven schools. Most schools made an effort to schedule Grade 11 English and Mathematics Workplace courses in spite of low enrolments. If there were Basic courses still available, these subjects in the school would tend to be blended in Grades 11 or 12. It was not uncommon to find sections of five to eight students for courses offered even though the small class burden would have to be compensated for elsewhere. Workplace Science was not given the same priority. As we have noted, few students selected the course and none of the seven schools offered it.

Grade 11 Technology courses were often blended. Students taking a Workplace course were combined with students taking a University/College type (e.g., TDJ3E/TDJ3M). Music courses tended to be delivered in a number of subsets (e.g., Keyboard, Percussion, Repertoire, Vocal) and tended to be blended in classes across grades rather than different modes in the same grade (e.g., Vocal students from two or three grades together).

Canadian and World Studies and Social Sciences and Humanities were clearly given less priority for scheduling. Courses that received small numbers of student selections, such as Geography Toolkit (Workplace) and Making Economic Choices (Workplace), Managing Personal and Family Resources (College), Canadian History and Politics (College) were simply not scheduled.

The vast array of Grade 11 courses, especially in Canadian and World Studies and Social Sciences and Humanities has created real dilemmas for schools not only from the perspective of scheduling but also in terms of what to offer. While their efforts to schedule low enrolment Workplace courses must be lauded, the

inevitable cost is large class sizes in other courses. A clearer sense of direction with regard to priorities in both course offerings and scheduling would add more credibility to this process.

The following case study based on 36 secondary schools illustrates the issues associated with course offerings and course delivery using an example of a Grade 11 course, CBG3M (Physical Geography). Seventeen of 36 secondary schools either did not offer the course or had no students selecting the course. In three of the schools, less than four students chose the course. In sixteen schools, between eleven and fourteen chose the course. In four of the schools, eighteen to twenty-five students chose it, probably sufficient to offer a single section of the course. And in four schools, more than thirty students chose the course. Although this is a new course, it is similar to a course offered in the past that had declined in enrolment over time. It is not a course that lends itself well to being combined with another course either at the same grade level or another grade level (i.e., blending students from two courses together). This case study raises the question of whether this course should be offered at all when interest in it is so low. If all the courses that were developed for Grade 11 are offered, enrolment numbers are fragmented making it difficult or impossible to schedule many of them. If fewer courses were offered in Canadian and World Studies and Social Sciences and Humanities, more of the courses would be viable for scheduling purposes.

It may be useful for the Ministry to consider the following questions:

1. Should a minimum of core courses be offered in all schools?
2. Should certain courses be delivered in spite of small enrolments (e.g., Grade 11 Mathematics and English Workplace courses)?
3. Should a review of course viability be undertaken and certain courses not be offered?

4. Should certain course types within grades be blended for course delivery purposes (e.g., Grade 11 Music (University/College and Open); Grade 11 and 12 Visual Arts (University/College))?
5. Should certain courses be considered as inappropriate for integration?
6. Should the function of Grades 11 and 12 Workplace courses be reviewed?

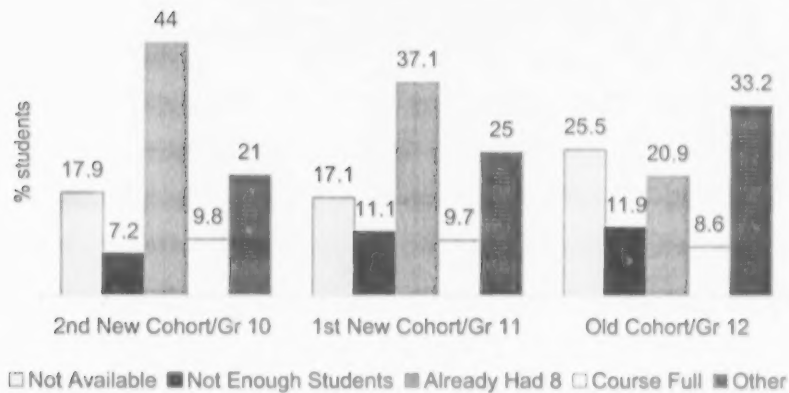
These issues should be considered in light of school size, the role of French language schools and availability of school facilities.

2. Access to Courses

As we have noted above, the restructured program presents an extensive array of courses in Grades 11 and 12 in five different types (University, University/College, College, Workplace and Open) and the assumption that secondary students will complete their program in four years. This combination of structural issues ensures that many students will be unable to take courses they would prefer to take. Difficulties in scheduling the courses may prevent them from obtaining their choices, or insufficient opportunities may exist in four years for students to take the variety of courses they would like to take.

The students in the three surveys were asked if they were able to take the courses they wanted to take. One-third of the Grade 12 students reported that they were unable to take the courses they wanted this year, compared to 42.2 percent of the Grade 11s and 25.6 percent of the Grade 10s (see Tables B77 to B79 in Appendix B). Figure 23 presents the reasons the students provided for not being able to obtain their first choice courses. The main reason the Grade 11s offered was that their timetable was already too full. For the Grade 12s, the main reason was that the desired course was not available. School scheduling problems were evident in the two responses 'not enough students to make up a section' and 'course full'. The percentages of responses to these were similar in the three grades.

Figure 23: Reasons for Not Being Able to Take First Course Choice (1st & 2nd New Cohorts; Old Cohort)



An analysis was done of the open-ended 'other' responses'. Typically, students would like to have taken Physical Education, Visual Arts or Music—essentially interest courses designed to broaden their education. Grade 11 students in the open-ended item mentioned twice as many examples of courses they could not take as the other two groups. They included History, Science, Mathematics and Law as well as the interest courses mentioned above. It was disappointing to find that a substantial number of Grade 11s (420) and Grade 12s (239) reported that they could not fit Cooperative Education into their timetable. Another category of 'other' reasons built primarily around scheduling problems was especially pronounced in Grade 12. Scheduling issues will undoubtedly take on more prominence in the coming year when the old and new cohort students are taking courses at the Grades 12 and OAC levels. Very few schools will be able to offer full sections of all the new Grade 12 courses and all the old Grade 12 and OAC courses.

The Grade 12 students also noted reasons like 'failed courses' and 'did not have prerequisites' for being unable to take a course. The Grade 11 students also emphasized failed courses preventing their first choices, as well as the

requirement of taking particular courses for graduation purposes. Failure in key Grade 9 courses was the primary 'other' reason offered by Grade 10 students in the second new cohort.

The restructured program appears to create the most problems for students in Grade 11 in obtaining the courses they would like to have taken. The difficulties that schools experience in scheduling the array of Grade 11 courses, students feeling they could not take Cooperative Education because of the requirements for obtaining graduation diplomas, and the lack of student timetable space for interest courses such as Music, Art, Computers, Drama and Physical Education indicates that some review of course offerings in senior grades might be useful.

F. Student Progress and Achievement

1. Introduction

When the previous secondary school program was assessed, concern was raised about the substantial dropout rate, especially for students taking mainly General and Basic level courses. However, it must be noted that the review took place before the full implementation of the destreamed Grade 9 was realized and graduation rates improved substantially (see Table 36, p.207). Nevertheless, one of the main purposes of the restructured program was to increase graduation rates. It is not possible to determine exactly the impact of the restructured program on graduation rates at this time, but since graduation rates tend to be closely associated with student achievement in Grades 9 and 10, it is possible to estimate graduation rates for students in the restructured program. In this section, we examine Grade 10 marks obtained in English, Mathematics and Science, and credits accumulated for students in the new cohort compared to their peers in the last of the old cohorts.

The second new cohort of students in the restructured program was exposed to more of the new program while in elementary school. Did this exposure increase their level of achievement in Grade 9? In the Grade 9 analyses, the focus is

again on student achievement in English, Mathematics and Science rather than in the full array of courses. Credit accumulation of the two new cohorts of students is also compared.

It has been assumed that the majority of students in the restructured program would graduate in four years. In Phase 1 we noted that a substantial number of students planned on taking more than four years. Does this trend of students planning to take more than four years continue in this second phase of the study? Also, is there any evidence of increasing numbers of the old cohort students planning to graduate in four years? These questions are answered in Parts VI and VIII in relation to students planning on post-secondary education.

The final part of this section examines summer school, homework and part-time jobs – factors that can affect student progress through secondary school.

2. Comparing Student Progress and Achievement

Comparisons in student progress (credit accumulation) and achievement (average marks and marks distributions) between the old and new cohorts are difficult, if not impossible, for a number of reasons. First, the two systems are structurally different in the following ways:

1. student assessment procedures are based on more explicit outcomes in the new curricula and designed to employ four levels and rubrics (the four levels do not translate easily into a 0-100 percentage system);
2. requirements for graduation differ (same number of courses, but expectations regarding years to graduate differ);
3. course sequencing especially related to the number of Mathematics and Science courses required for university programs is different (fewer Mathematics and Science courses in new curriculum sequences); and,
4. while course types are similar in Grades 9 and 10 of the restructured program, they are quite different in Grades 11 and 12.

Secondly, for the majority of old cohort students, when they were in Grade 9, courses were organized in a destreamed manner; that is, courses were not differentiated by level of difficulty and content. For the most part, students were viewed as taking an integrated program that, in theory, they either passed or failed. In practice, very few students rarely had to repeat an entire program, although some did fail specific subjects that they were required to repeat. However, the overall effect was very high credit accumulation rates; that is, the vast majority of students obtained eight credits. The situation was quite different for the first new cohort beginning Grade 9 in 1999. Courses were mainly offered in two formats, Academic and Applied, and course failure rates were inevitably much higher, closer, in fact, to what they had been prior to the destreamed years. Therefore, it is not possible to compare the Grade 9 students in the new and old cohorts on the basis of marks obtained and credits accumulated. Unfortunately, this situation also confounds the possibility of comparing the two cohorts at the Grade 10 levels. The old cohort experienced higher failure rates in Grade 10 than was the case prior to the destreaming of Grade 9, which apparently made up for their 'year of grace'. In combination, the old cohorts' Grades 9 and 10 experiences still made for higher credit accumulation totals than was the case in the past and, inevitably, in comparison with the new cohorts' Grades 9 and 10 credit accumulation. (See the credit accumulation comparisons for Grades 9 and 10 between the two cohorts discussed in greater detail in section 5.) The 'tougher' Grade 10 that was experienced by the old cohort influenced course mark distributions; that is, their marks and credit accumulation rates for Grade 10 were lower than for Grade 10 in the pre-destreamed Grade 9 years.

Thirdly, there is no simple 'type of course' equivalence for the new cohort in comparison with the old cohort. This issue becomes especially relevant when considering marks adjustments for students from the new and old cohorts for 2003 university and college admissions. The new program offers University, University/College, College and Workplace destination-based courses (as well as Open) in Grades 11 and 12 compared to Advanced, General and Basic in the old

cohort. There is simply no way of determining equivalencies in marks for particular subjects across the two cohorts. The analysis of course offerings and selections for the new cohort Grade 11 students illustrates the difficulties inherent when attempting to develop measures to compare the graduates of the two programs.

In light of the above, we do not suggest that the following comparisons are completely fair, but they do serve to shed light on the relative progress of students in the two cohorts.

3. Proportion of Students Taking Course Types in Old and New Cohorts

In order to compare course marks and credit accumulation of students in the old and new cohorts, it is necessary to consider the proportions of students taking each course type. Table 22 presents the proportions of Grade 10 students in the new cohort who took Academic and Applied courses in English, Mathematics and Science and the proportions of students in the old cohort who took the equivalent courses at the Advanced and General level.

Table 22: Ratio of Grade 10 Course Types in New and Old Cohorts

Course Types	English		Mathematics		Science	
	Enrolment	%	Enrolment	%	Enrolment	%
<i>New Cohort – Grade 10</i>						
Academic	49,884	79.1	50,748	79.1	50,007	79.1
Applied	13,172	20.9	13,377	20.9	13,186	20.9
Total	63,056	100	64,125	100	63,193	100
<i>Old Cohort – Grade 10</i>						
Advanced	48,394	79.5	49,601	79.7	48,445	79.7
General	12,463	20.5	12,625	20.3	12,365	20.3
Total	60,857	100	62,226	100	60,810	100

Table 19 (p.53) presents the proportion of Grade 10 new cohort students who took Locally Developed Courses (1.1% English, 1.4% Mathematics, and .6% Science). These numbers are quite small compared to the 6 percent of Grade 10 old cohorts students who took Basic level courses. Approximately the same proportions of students took Academic and Applied courses in Grade 10 as took Advanced and General courses in the past. The comparatively small number of students who took LDC may be a factor in explaining the relatively high failure rates in the Grades 9 and 10 new cohort Applied courses (see following section). That is to say, students who would have taken Basic level courses in Grade 10 are now mainly enrolled in Applied courses. However, for the second of the new cohorts, there has been an increase in Grade 9 enrolments in LDC. While most of these students would seem to be successful in LDC, it does not seem to have improved the success rates in Grade 9 Applied courses.

4. Marks Distributions

Student achievement was a major issue raised in the focus groups and interviews in the schools visited. Teachers, administrators and students indicated that the new cohort students were obtaining lower marks in the new curricula than was the case with old cohort students.

For the following analyses, Grades 9 and 10 English, Mathematics and Science marks were examined from the Ministry's Information Management Group's files on all schools across the province. First we compare the Grade 10 new and old cohorts, and then the two Grade 9 new cohorts.

a. Comparison of Grade 10 Achievement for the New and Old Cohorts

For reasons already noted, it does not make much sense to compare Grade 9 old and new cohort students, but there is some utility in comparing their relative achievement in Grade 10. English, Mathematics and Science average marks for the two cohorts are compared (Academic vs. Advanced, Applied vs. General) in the six figures which follow.

i. English

Figures 24 and 25 present the marks distributions for Grade 10 English Academic and Advanced, and Grade 10 English Applied and General, respectively.

Figure 24: English Mark Distributions: Grade 10 Academic (2000-01) & Grade 10 Advanced (1999-00)

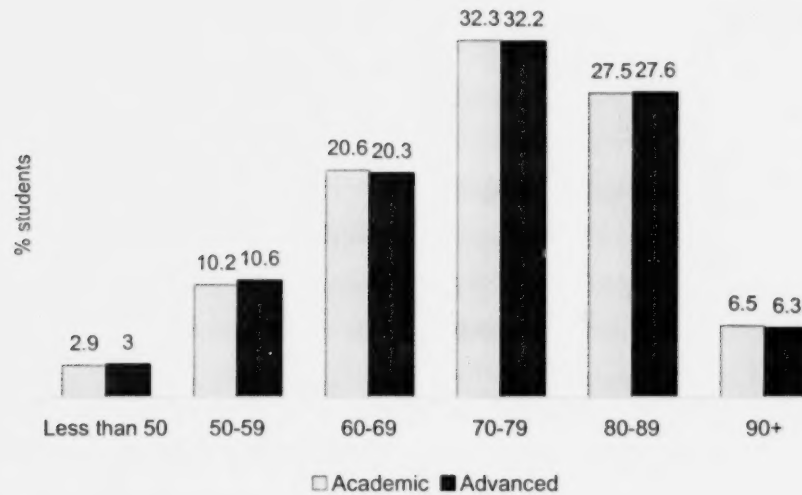
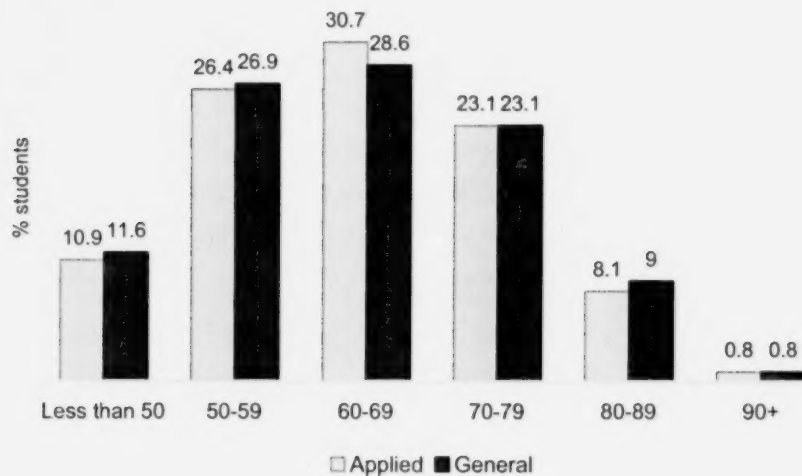


Figure 25: English Mark Distributions: Grade 10 Applied (2000-01) & Grade 10 General (1999-00)



The mark distributions for Grade 10 Academic and Advanced English are very similar. Failure rates were quite low; the figure has the appearance of a 'normal' distribution with the 70-79% decile having the largest

proportion of students. The Applied and General English mark distributions were also very similar (Figure 25), but the failure rates were notably higher than for Academic and Advanced, and the distribution was skewed toward lower marks. The 60-69% decile had the largest proportion of students in both Applied and General courses.

ii. Mathematics

Figure 26 compares the Grade 10 Mathematics marks obtained in old cohort Advanced courses with those obtained in the new cohort Academic courses. Average marks were lower in the new Academic courses, failure rates were higher and fewer students obtained higher marks. The flat distributions are typical for Mathematics courses. Mathematics is a required course, and the Grade 10 students who failed it must repeat the course, retarding their progress toward graduation.

Figure 26: Mathematics Mark Distributions: Grade 10 Academic (2000-01) & Grade 10 Advanced (1999-00)

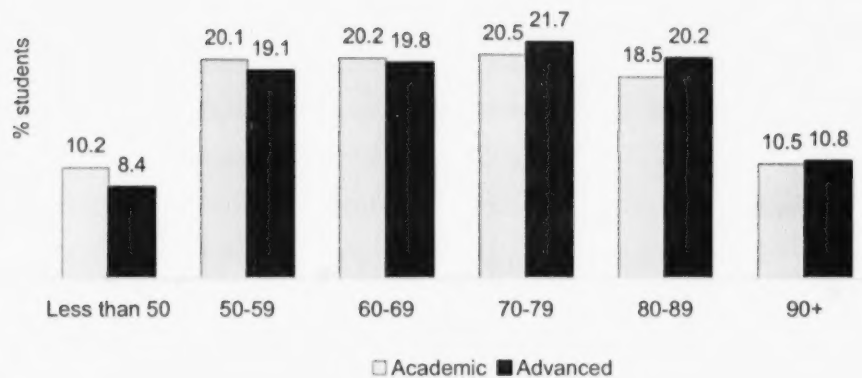


Figure 27: Mathematics Mark Distributions Grade 10 Applied (2000-01) & Grade 10 General (1999-00)

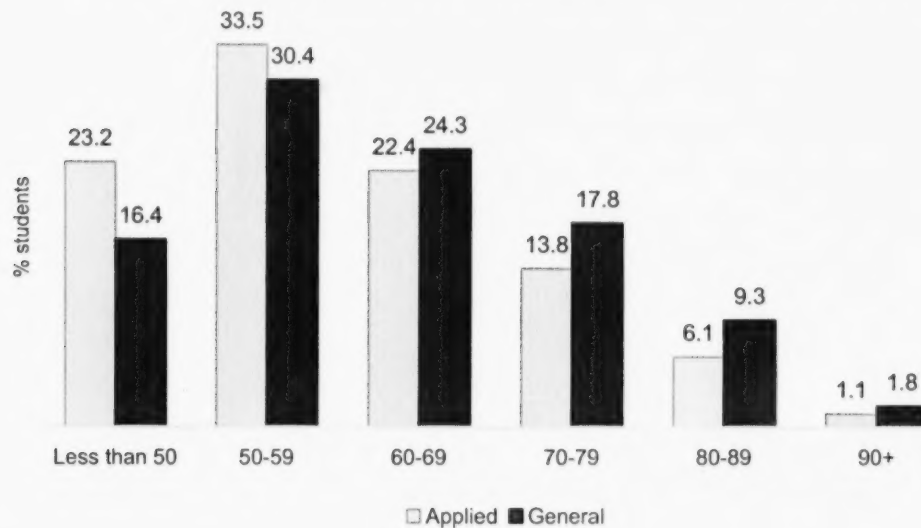


Figure 27 compares the Grade 10 Mathematics mark distributions for the old cohort General courses with those in the new cohort Applied courses. It should be noted that failure rates in the General Mathematics course

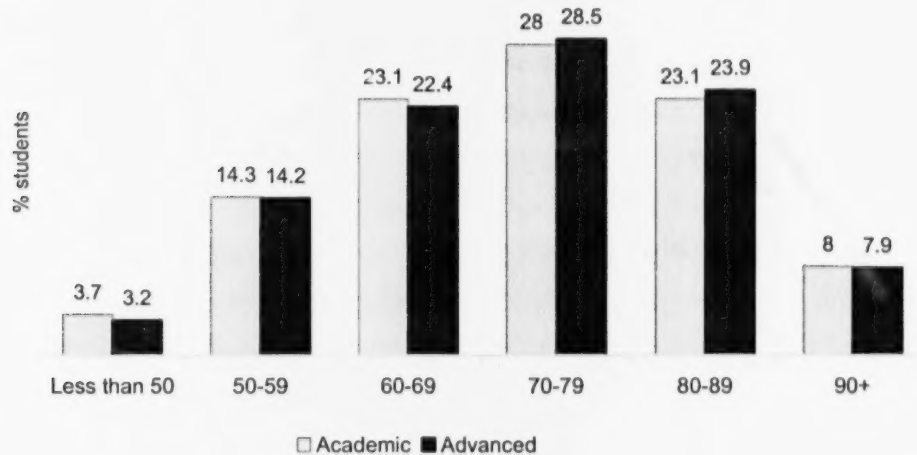
were considered to be too high in the past, and it was assumed that students would be more successful in the new courses. This is definitely not the case. Nearly one-quarter of the students taking Applied Mathematics failed and another one-third obtained marks between 50 and 59 percent. (Many of the marks at 50% would have been raised from failing grades, if the mark fell between 47 and 49%, a common practice in the schools.)

Only 7 percent of students in Applied Mathematics obtained marks greater than 80 percent. Although these findings might be expected in light of Applied course students' achievement in the Grade 9 standardized tests, the pattern has serious implications for these students' progress toward graduation. In combination with the high failure rates in Grade 9 Applied Mathematics, a serious problem has been created, not only with regard to student progress, but also student motivation.

iii. Science

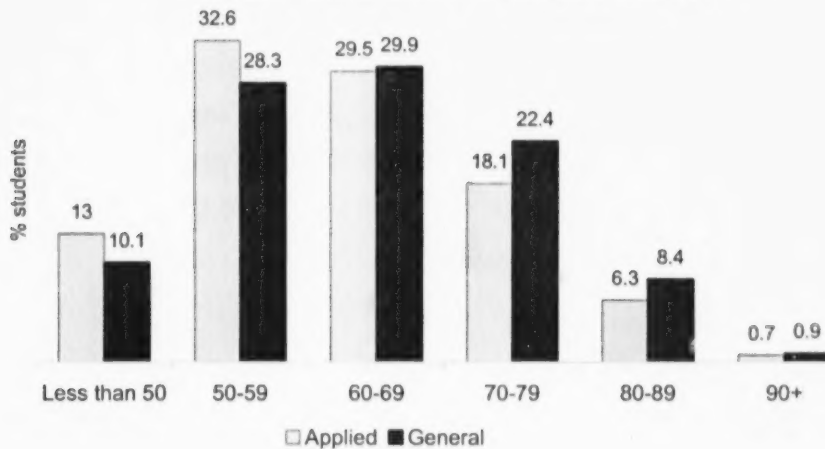
The marks obtained by students who took Grade 10 Academic Science were very similar to those who took Grade 10 Advanced Science (Figure 28). Failure rates were low and about 60 percent of both groups obtained marks over 70%.

**Figure 28: Science Mark Distributions: Grade 10 Academic (2000-01)
& Grade 10 Advanced (1999-00)**



The picture is quite different in the Applied vs. General Science comparisons (see Figure 29). There were more failures in Applied Science and fewer students with marks over 70%. These findings in combination with the Applied Mathematics marks present a bleak picture for the progress of students taking mainly Applied courses. This concern is realized in the section presenting credit accumulation.

Figure 29: Science Mark Distributions: Grade 10 Applied (2000-01) & Grade 10 General (1999-00)



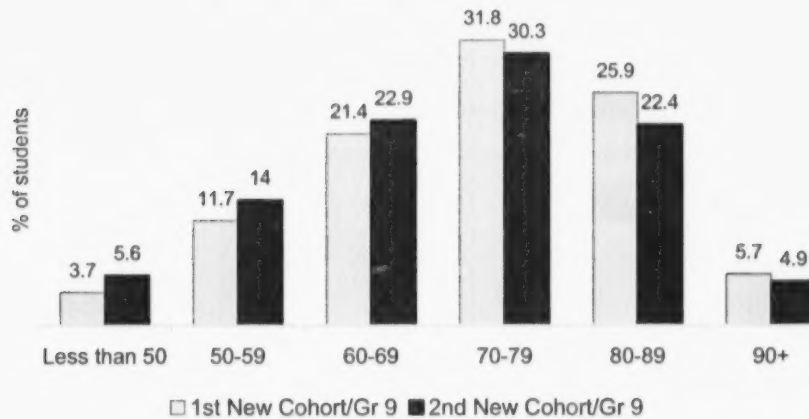
b. Comparison of Grade 9 Achievement for the First Two New Cohorts

Have there been any changes in student evaluation practices and consequent achievement between the introductory new cohort (1999) and the second new cohort (2000)? If changes are to be made in evaluation practices and/or curriculum, they might be better made on the basis of information obtained the second time teachers implement the new program. The following six figures compare Grade 9 English, Mathematics and Science marks in Applied and Academic courses for the first new cohort in 1999-00 and the second new cohort in 2000-01.

i. English

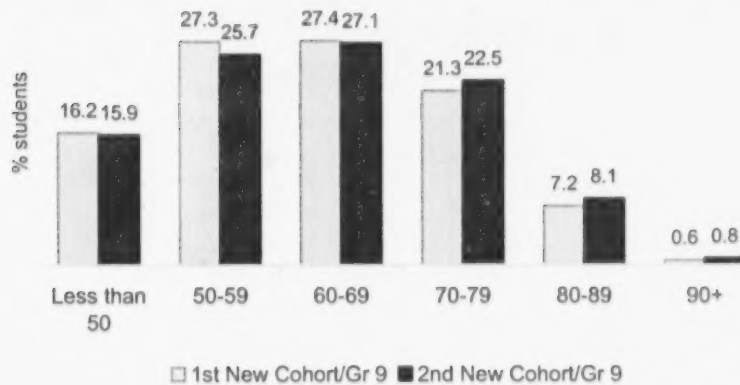
Figure 30 presents the Grade 9 Academic English mark comparisons for the two cohorts. Failure rates actually increased the second time around, although they are still relatively low, and the average mark was about 2 percent less. Fewer students obtained high marks.

Figure 30: English Mark Distributions: Grade 9 Academic (1st New Cohort in 1999-00) & Grade 9 Academic (2nd New Cohort in 2000-01)



In the case of Grade 9 Applied English, failure rates decreased slightly and marks were higher overall. However, it must be noted that the failure rates were still substantial.

Figure 31: English Mark Distributions: Grade 9 Applied (1st New Cohort in 1999-00) & Grade 9 Applied (2nd New Cohort in 2000-01)



ii. Mathematics

With regard to Grade 9 Academic Mathematics marks (Figure 32), as with English Academic marks, failure rates have increased from 1999-00 to 2000-01. The second time around, only 47.4 percent of students received marks of 70 percent or higher compared with 52.1 percent the first time.

**Figure 32: Mathematics Mark Distributions: Grade 9 Academic
(1st New Cohort in 1999-00) & Grade 9 Academic
(2nd New Cohort in 2000-01)**

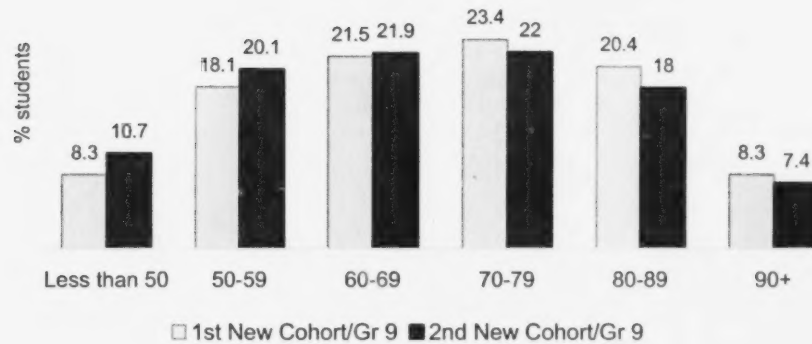
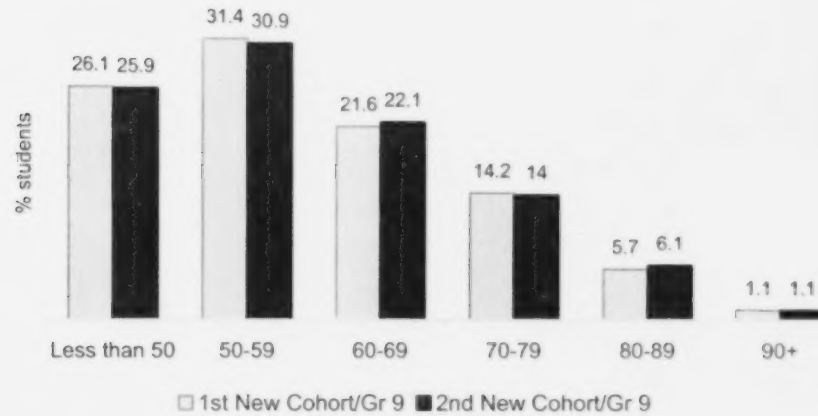


Figure 33 shows that Grade 9 Applied Mathematics marks were about the same for both the first and second new cohorts. It was anticipated that improvement would take place the second time the course was delivered because students would have been better prepared in elementary school and teachers would be more experienced with the course; but this was not the case. High failure rates and low marks overall remain a concern.

Figure 33: Mathematics Mark Distributions: Grade 9 Applied (1st New Cohort in 1999-00) & Grade 9 Applied (2nd New Cohort in 2000-01)



iii. Science

As was the case with Grade 9 Academic English and Mathematics, Science marks also declined the second time around (Figure 34). Again, the average mark was about 2 percent lower for the second new cohort. Although failure rates are relatively low, the decline in achievement is worrisome.

Figure 34: Science Mark Distributions: Grade 9 Academic (1st New Cohort in 1999-00) & Grade 9 Academic (2nd New Cohort in 2000-01)

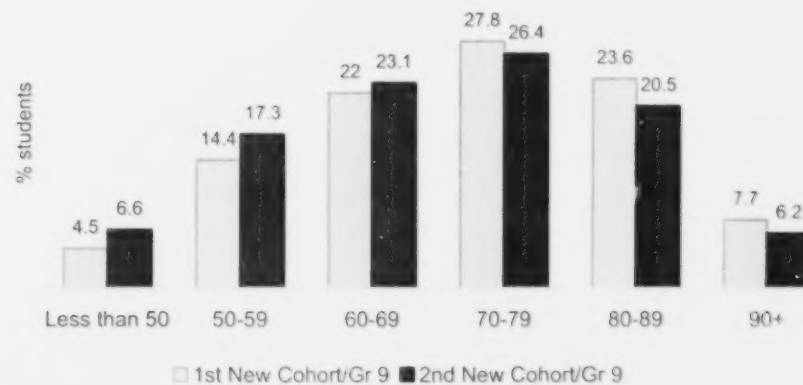


Figure 35: Science Mark Distributions: Grade 9 Applied (1st New Cohort in 1999-00) & Grade 9 Applied (2nd New Cohort in 2000-01)

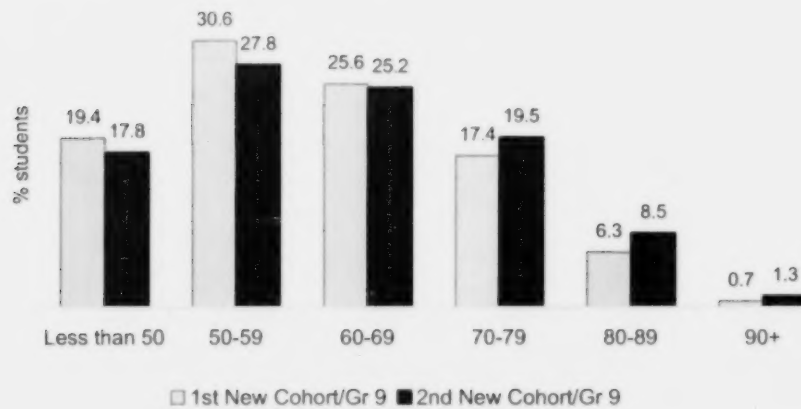


Figure 35 illustrates an increase in Grade 9 Applied Science marks the second time around characterized by lower failure rates and substantially more students obtaining marks over 70 percent. This finding suggests that a change in teaching approaches and student evaluation has taken place.

In summary, in Grade 9 Academic English, Mathematics and Science courses, the average marks in the second year of the new program declined and failure rates increased. Mark distributions remained about the same in Grade 9 Applied English and Mathematics courses over the two years of the new program (of greater concern are Mathematics marks), but in Science there was an improvement.

5. Credit Accumulation

The best indicator of dropout rates is the loss of key credits in Grades 9 and 10. In the following sections, the first new cohort and the last of the old cohorts are compared for credit accumulation after two years in secondary school (i.e., at the end of Grade 10). In the second part, the first and second of the new cohorts are compared for credit accumulation after one year (i.e., at the end of Grade 9).

Some students completed partial credits, and they are not noted in the figures unless the partials add up to a completed total credit. The figures include credits gained for successfully completed summer school courses. Far more students in the new cohort took summer school courses in Grades 9 and 10 than was the case for students in the old cohort (see Tables B 77, B79 and B81 in Appendix B). This pattern reflects the greater difficulties experienced by the new cohort with the new curriculum and the sense of urgency felt by these students to make up failed courses.

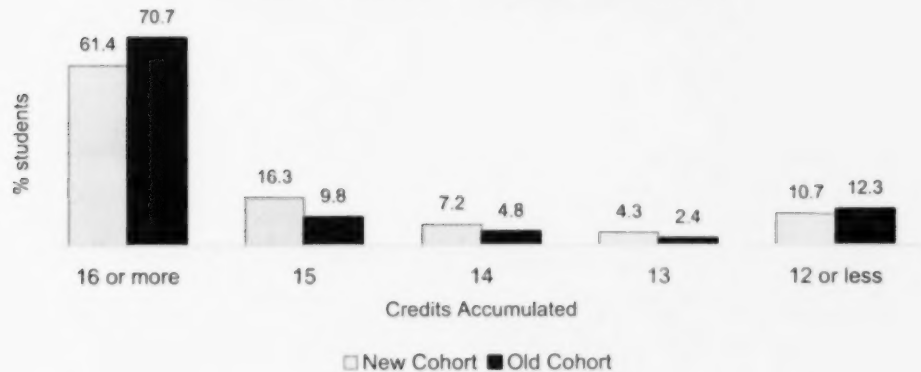
The information for the following analyses comes from the Ministry's IMG database. Students are classified in the following manner: (1) Academic—students taking Grade 10 Academic English, Mathematics and Science; (2) Applied—students taking Grade 10 Applied English, Mathematics and Science; (3) Academic/Applied—students taking a mix of Academic and Applied English, Mathematics and Science; (4) Advanced—students taking Advanced English, Mathematics and Science; (5) General—students taking General English, Mathematics and Science; and, (6) Advanced/General—students taking a mix of Advanced and General English, Mathematics, and Science.

a. Comparison of Student Credit Accumulation for New and Old Cohorts

Figure 36 presents the overall credit accumulation after two years of secondary school comparing the new and old cohorts of students. Substantially more students from the old cohort had completed at least 16 credits (70.7% vs.

61.4%), but, surprisingly, more of the new cohort students had achieved 12 or fewer credits (10.7% vs. 12.3%).

Figure 36: Credits Completed by All Students After 2 Years of Secondary School - New and Old Cohorts



b. Grade 10 Credit Accumulation for the New and Old Cohorts

Figure 37 compares the students who took Academic courses with those who took Advanced courses in terms of two years of credit accumulation. Slightly more of the older cohort students were classified as Advanced than were the newer cohort students classified as Academic (66.7% vs. 63.4%). More of the Advanced students than the Academic had completed 16 or more credits successfully (79.7% vs. 76.5%); however, more of the students taking Advanced courses had completed 12 or fewer credits (9.3% vs. 2.9%). Nevertheless, it is important to note that the majority of both groups have been little touched by failure. Since the Academic students are most likely to be university- and college-bound, the progress of those who had 16 or more credits towards graduation in four years appears to be on schedule. Because of generally lower marks and the need to recover lost credits, the students taking Academic courses who had accumulated only 15 credits or less (23.5%) are less likely to meet the credit accumulation requirement in four years.

Figure 37: Credits Completed by Students Taking Academic and Advanced After 2 Years of Secondary School - New and Old Cohorts

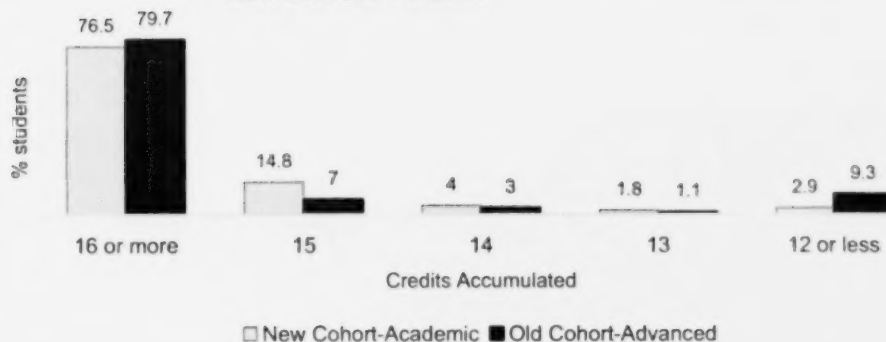
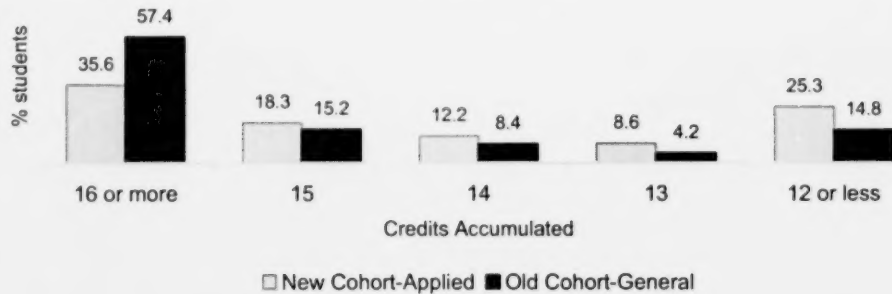


Figure 38 presents a comparison of new cohort Grade 10 Applied students with the old cohort Grade 10 General students. Only 35.6 percent of the Applied students had completed 16 or more credits in comparison with 57.4 percent of the General students. In addition, 25.3 percent of those taking Applied have 12 or fewer credits compared with 14.8 percent of those taking General. These data suggest there are serious problems with the progress of students taking Applied courses. Ironically, one of the concerns for those involved in restructuring the secondary school program was the lack of success of students taking General level courses.

Figure 38: Credits Completed by Students Taking Applied and General After 2 Years of Secondary School -New & Old Cohorts



Students who took a mix of Advanced and General courses had essentially the same credit accumulation patterns. On the other hand, students who took a mix of Academic and Applied courses were more likely to have accumulated 16 credits than their Applied student counterparts. This latter group was twice as likely to have 12 or fewer credits.

c. Grade 9 Credit Accumulation for the Two New Cohorts

The second year of the implementation of a new program is more likely to provide a better picture of long-term effects than the first. Credit accumulation differences between the first and second years is a useful measure of student progress. Figures 39 to 42 summarize credit accumulation after Grade 9 by all students, Academic students, Applied students and students taking a mix of Academic and Applied courses from the first and second new cohorts.

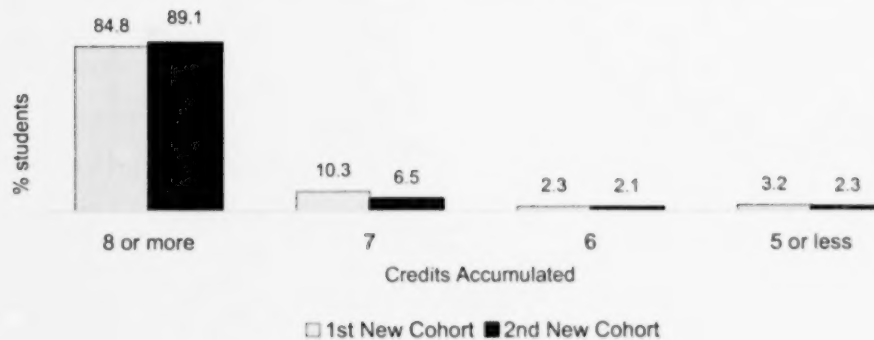
Figure 39 shows a 3.9 percent improvement over the first year in the proportion of students who completed eight credits successfully. However, the proportion obtaining six credits or less did not change much and was still quite high (13.4% to 12.3%)

Figure 39: Credits Completed After One Year by All Students (1st and 2nd New Cohorts)



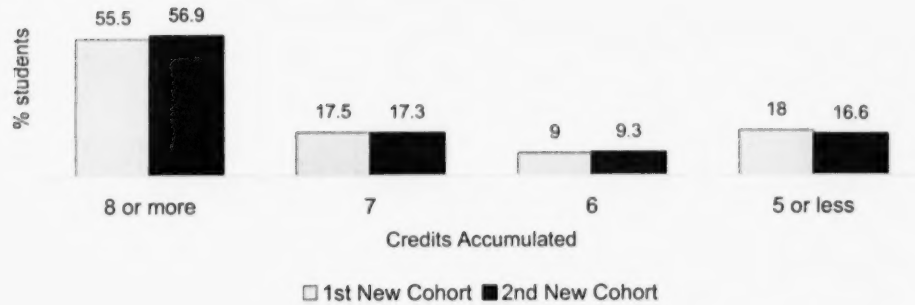
The vast majority of students taking Academic courses in both cohorts completed eight or more credits successfully (Figure 40). There was an increase in this group of 4.9 percent in the second year.

Figure 40: Credits Completed After One Year by Students Taking Academic (1st and 2nd New Cohorts)



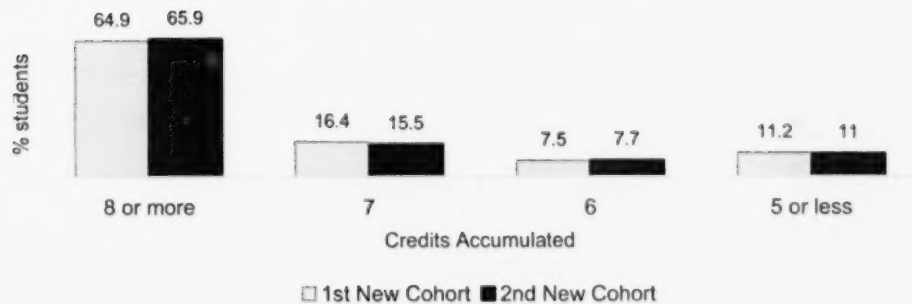
There was almost no change in the credit accumulation patterns of Applied students over the first two cohorts of Grade 9s (Figure 41). The proportion obtaining six or fewer credits was still disastrously high (27% to 25.9%) and the proportion obtaining eight credits was much lower than was the case for Academic students.

Figure 41: Credits Completed After One Year by Students Taking Applied (1st and 2nd New Cohorts)



There was virtually no change in the credit accumulation patterns over the two years of Grade 9 new program implementation for students taking a mix of Academic and Applied courses (Figure 42). Credit loss is relatively high and, in combination with the Applied student group, represents a fundamental problem for progress to graduation for this group.

Figure 42: Credits Completed After One Year by Students Taking a Mix of Academic and Applied (1st and 2nd New Cohorts)



6. Factors Affecting Student Progress

We conducted a brief, informal survey of school boards with regard to summer school enrolments on the assumption that there might be a change with the introduction of the reorganized program; we then added more specific summer school questions on the student questionnaires than in Phase 1. This analysis of summer courses was undertaken in order to estimate their effect on student progress towards graduation. In addition we examined the issues of time spent on homework and part-time jobs as they might affect student achievement.

a. Summer School Courses

We would anticipate large differences in the proportion of students who took summer school courses between the old and new cohorts. Since there was virtually no failure in the destreamed Grade 9 for the old cohort, only a small number of students would have needed to take summer courses to upgrade failing marks in the summer after Grade 9. The picture is dramatically different for the new cohort where failure rates were quite high in the first year of the restructured program.

Figure 43 indicates the proportions of students who successfully completed summer school credits after Grade 9 for the second new cohort, after Grades 9 and 10 for the first new cohort, and after Grades 9 and 10 (combined), and after Grade 11 for the old cohort.

**Figure 43: Students Successfully Completing Credits
in Summer School
(1st & 2nd New Cohorts; Old Cohort)**



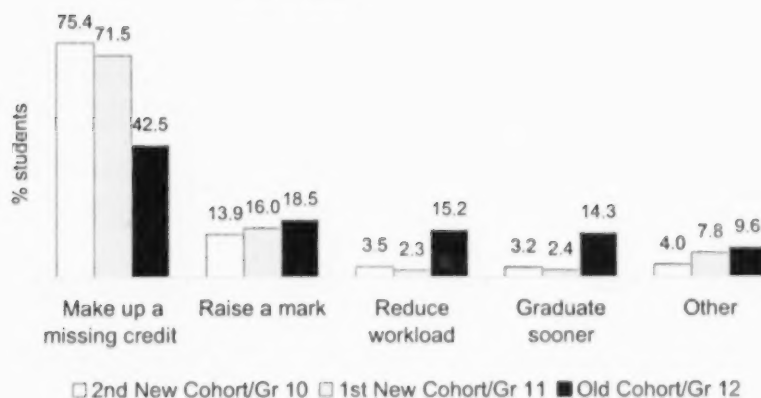
N.B. The percentage figure (12.8%) for the first new cohort after Grade 9 is estimated.

Generally speaking, summer school is a far more common experience for students in the restructured program than in the previous program, especially in earlier grades. School boards contacted about their summer school programs noted an increase in the number of old cohort students taking summer school courses after Grade 11. (See Tables B80 to B82 in Appendix B indicating the proportions of students who took summer courses last summer.)

Figure 44 presents the reasons students offered for taking a summer school course (see Tables B83 to B85 in Appendix B). The vast majority of students in the new cohort took a summer course because they had failed a required course. Some students taking Academic courses took a summer course to raise their mark and to improve their knowledge in the subject. The reasons that the old cohort took a summer course were more varied. While making up a credit was the most common reason offered, a substantial number of students indicated that raising a mark, graduating sooner, and reduction in workload were alternative reasons. Common 'other' category of reasons given by new cohort students included 'to take a transfer course', 'to transfer from Applied to Academic',

'Co-op (to allow them to take a Cooperative Education course)', and 'to get an extra credit'; and by old cohort students, 'Co-op', 'to get an extra credit' and 'to improve English'. It is clear that summer school has become a much greater part of student life than has been the case in the past. The increase in summer school enrolments has made the delivery of summer school programs a growing industry. When we combine summer school courses taken with regular school credit accumulation and still find problems with student progress, a real concern should be noted.

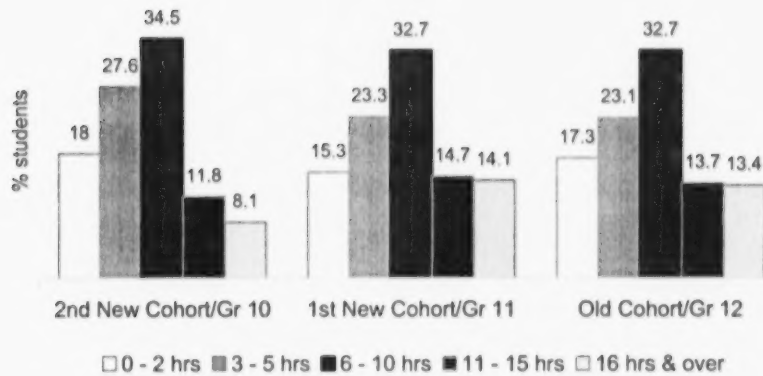
**Figure 44: Reasons for Taking a Summer Course
Last Summer (1st & 2nd New Cohorts;
Old Cohort)**



b. Homework

A question about the number of hours spent on homework per week was asked on the questionnaires this year for the first time. As a result, it is not possible to compare the amount of homework done per week as the students progressed from grade to grade. Nevertheless, Figure 45 shows the results for the Grade 10, 11 and 12 student participants in the study (see Tables B86 to B88 in Appendix B).

**Figure 45: Hours Spent on Homework Each Week by
Students in Grades 10, 11, & 12
(1st & 2nd New Cohorts; Old Cohort)**



For all three cohorts, about one-third of the students spent between 6 and 10 hours a week on homework. On average, the new cohort in Grade 11 was spending slightly more time on homework than the old cohort in Grade 12. There were fewer students spending over 11 hours a week in Grade 10, but overall the amount of homework time per week was higher than figures obtained for students at these grade levels in the past (King and Peart, 1994).

The responses of Grade 10 students, classified by the type of courses they were taking, showed differences in the amount of homework time spent (see Table B89 in Appendix B). Seventy percent of the students taking Applied courses did five or fewer hours a week compared to 35.2 percent of the Academic students. Nearly one-quarter of the Academic students said they did more than eleven hours per week compared to 8.3 percent of Applied students. Students taking a mix of Academic and Applied courses tended to fall between the Academic and Applied students in terms of homework accomplished.

Hours of homework were examined for the students in Grades 11 and 12 on the basis of their post-secondary plans (see Tables B90 to B91 in Appendix B).

Compared to all the other groups, Grade 11 students planning on university were far more likely to do eleven hours a week or more (over 40%). Only 15 percent of students planning on college and 10 percent planning on apprenticeship fell into this category. Only 6.6 percent of Grade 11 students planning to go to university did two or fewer hours of homework a week compared with 22 percent of those planning to go to college, 34.6 percent of those planning on apprenticeship, and 37 percent of those planning to go to work after graduation. On average, students planning on university do far more homework each week than students with other post-secondary plans.

Forty percent of the Grade 12 students planning on university spent eleven or more hours a week on homework, with 20.7 percent saying they spent sixteen hours or more. Only 14.9 percent of Grade 12 students planning on college said they spent eleven or more hours a week, compared to 8.2 percent of those planning on apprenticeship, and 10.7 percent of those planning to graduate and go to work. Over one third of the students planning apprenticeship and of those planning to go directly to work spent two hours or less per week on homework compared to 23.7 percent of the college-bound students and 7.5 percent of the university-bound students. Interestingly, university-bound students in both Grades 11 and 12 spent about the same amount of time a week doing homework. For many of these students, the combination of homework and part-time work must have taken up almost all their free time.

Grade 11 students from one focus group discussion to another repeated that they have a very heavy workload in their courses and many talked of the stress they are feeling. Between 20 and 30 hours a week spent on homework was not unusual to hear among high achieving students; one student with a 90 percent average usually spends 50 hours a week on homework. Some Grade 11 students expressed envy that their Grade 12 counterparts had spares in which they could accomplish their homework. Many talked about their marks dropping since Grades 9 and 10; the average of one Grade 11 student who is active in

sports and part-time work dropped from 87 percent in Grade 9 to 70 percent in Grade 10. To juggle course demands, homework, extracurricular activities and part-time work is exceedingly difficult for students who care about their marks.

You have to be insanely good, for example, to do volunteer work, have a job and keep up with courses....[it's] very difficult
(Grade 11 female)

Students in almost all the focus groups talked about the demands on their time.

I wake up around 5:30 a.m. and try to get homework done before school. [After school,] I practise, then go to work.
(Grade 11 female)

I'd love to work, but I play volleyball and have lots of practices to go to. I get home around 10:30, [these days] work on my project until 1 a.m, then get up at 6 a.m. I have little time for food...totally sleep deprived.

(Grade 11 male)

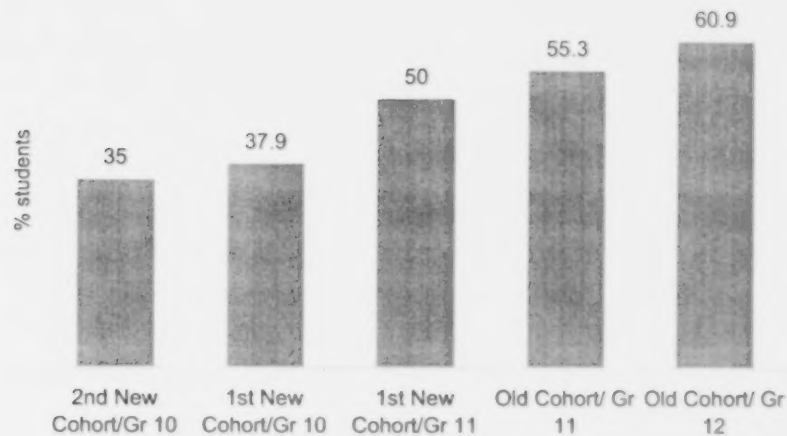
I am so lucky to have parents who discipline me to wake up at 5 a.m. to do my homework.

(Grade 11 female)

c. Part-Time Jobs

In our previous studies on the relationship between part-time work and academic achievement, we found that students who spent 15 hours a week or more of part-time work tended to do less well in school. On the other hand, students who did up to 10 hours a week tended to achieve better marks than average. Figure 46 indicates the proportions of each of the cohorts who were involved in paid part-time work. (See Tables B92 to B106 in Appendix B for more details.)

Figure 46: Paid Part Time Work (% 'yes')



Just over one-third of Grade 10 students had paid part-time jobs. Students in the second new cohort in Grade 10 were slightly less likely to have part-time jobs. Over one-half of the students in Grade 11 worked part time, and more of the students from the old cohort did so while they were in Grade 11. More Grade 12s had part-time jobs. Students taking Applied courses were more likely to have part-time jobs and were more likely to work more than 15 hours a week on those jobs.

Some of the Grade 11 students in focus group discussions explained that they had too much homework combined with their required volunteer community service work to keep up a part-time job. Nevertheless, part-time work continues to be a big part of the life of many young people and, as they become older, their involvement in part-time work increases.

Part V Particularités franco-ontariennes

A. Introduction

La mise en œuvre du nouveau programme au secondaire en est à sa troisième année. La présente recherche s'est intéressée aux élèves de la deuxième nouvelle cohorte (10^e année) en plus des élèves de la première cohorte du nouveau programme (11^e année) et de l'ancienne cohorte (12^e année). Nous avons aussi interrogé les élèves de quatre écoles secondaires de langue française dans le cadre de groupes de discussion et d'entrevues semi-structurées. Certaines directions adjointes, des enseignants et des orienteurs ont également participé à des d'entrevues semi-structurées. Les informations tirées de ces activités jettent un éclairage complémentaire sur les données provenant des questionnaires et des autres sources d'informations. La phase deux de la recherche sur la problématique de la double cohorte permet alors de dégager avec un peu plus de précision les aspirations, les besoins et les perceptions des élèves franco-ontariens.

Les élèves des trois cohortes vivent un questionnement souvent intense sur leur situation actuelle à l'école secondaire et sur leur avenir. Le climat remarqué par les chercheurs lors des groupes de discussion révèle un certain niveau d'inquiétude, surtout chez les élèves de la première nouvelle cohorte. Les enseignants et les orienteurs ont confirmé ce constat lors des entrevues semi-structurées. Les jeunes s'interrogent, entre autres, sur leur choix de cours et d'activités parascolaires, sur l'importance de poursuivre les études et sur leur choix d'une carrière ou d'un métier. Nous remarquons que ces réflexions importantes se poursuivent tout au long du secondaire et qu'elles jouent un rôle important dans les aspirations et les décisions des élèves.

Cette section du rapport compte six sous-sections construites à partir du questionnaire en tenant compte des objectifs du projet. Les résultats des groupes de discussion et des entrevues sont incorporés, au besoin, dans le texte. Les cohortes seront d'abord décrites puis comparées en fonction des

diverses informations tirées du questionnaire. Quelques éléments de comparaison entre les cohortes francophones et anglophones seront aussi présentés dans cette section du rapport.

B. Description de l'échantillon : l'ancienne cohorte, la première nouvelle cohorte et la deuxième nouvelle cohorte

L'échantillon, tiré de 19 écoles secondaires (7 publiques, 12 catholiques), compte 3266 élèves francophones qui ont participé à l'enquête à l'automne 2001. Ces adolescentes et adolescents fréquentent des écoles où la langue d'enseignement est le français. Il ne compte aucun élève d'immersion ou de programmes de ce type.

L'échantillon présenté au tableau 23 comprend trois groupes : 1) l'ancienne cohorte, soit les élèves qui ont débuté la 9^e année en 1998-1999 ; 2) la première nouvelle cohorte, c'est-à-dire les élèves inscrits en 9^e année en 1999-2000 et qui suivent le programme dicté par le nouveau curriculum ; 3) la deuxième nouvelle cohorte, soit les élèves qui ont débutés la 9^e année en 2000-2001. (Voir tableaux C1 à C3 à l'annexe C)

Tableau 23 : Échantillon francophone

Niveau (2001-02)	Cohorte	Année de naissance (moyenne)	Filles	Garçons	Non-identifiés	Total élèves
10 ^e année	2 ^e nouvelle	1984	621	545	16	1182
11 ^e année	1 ^e nouvelle	1985	586	513	12	1111
12 ^e année	Ancienne	1986	520	451	2	973

L'échantillon de l'ancienne cohorte compte 973 élèves, celui de la première nouvelle cohorte compte 1111 élèves tandis que l'échantillon de la deuxième nouvelle cohorte comprend 1182 élèves. Soulignons que près de 52,9% des élèves des trois cohortes sont des filles. Remarquez que le nombre total d'élèves peut varier au long du rapport en fonction du nombre de réponses valides aux questions du sondage.

Quatre groupes de discussion, d'une durée de 75 minutes et comprenant en moyenne sept élèves de la première nouvelle cohorte et de l'ancienne cohorte, ont été menés. Les entrevues, d'une durée moyenne de 45 minutes chacune, ont été effectuées avec des directions adjointes, des enseignants et des orienteurs oeuvrant avec des élèves de 10^e, 11^e, 12^e années et CPO. Tous les participants ont été assurés de la plus stricte confidentialité de leurs propos et que leur identité ainsi que leur école d'origine ne seront pas dévoilées.

Le tableau 24 indique l'année de naissance des élèves qui ont participé à ce sondage. Peu nombreux sont ceux qui ont un an de plus ou de moins que les élèves de leur cohorte.

Tableau 24 : Année de naissance des élèves des trois cohortes

Année de naissance	Ancienne cohorte (973 élèves)*	Première nouvelle cohorte (1111 élèves)*	Deuxième nouvelle cohorte (1182 élèves)*
1981	1	1	0
1982	12	2	0
1983	57	5	1
1984	857	80	4
1985	36	977	85
1986	1	22	1045
1987	0	0	15
1988	0	0	2
1989	0	0	1

*données non disponibles pour 9 élèves de l'ancienne cohorte, 24 de la première nouvelle cohorte, et 29 de la deuxième nouvelle cohorte.

C. Mise en oeuvre des nouveaux programmes du secondaire

1. Cours offerts et cours choisis

a. Cours offerts et cours choisis en 11^e année, première nouvelle cohorte et ancienne cohorte

Dans cette section, nous discutons de l'offre de cours de 11^e année d'un échantillon de 10 écoles secondaires de langue française ainsi que les choix de cours d'élèves d'un échantillon de 14 écoles secondaire. Cette section présente succinctement l'offre de cours et les choix de cours que les élèves choisissent en

fonction du type de cours, soit les cours des filières préuniversitaire, précollégial, préemploi et précollégial/universitaire. (Voir tableaux C4 à C11 à l'annexe C.)

i. Français, English, mathématiques et sciences

Les élèves francophones suivent, pour la plupart, des cours de type préuniversitaire en français (56%), English (49,7%), biologie (35,7%), chimie (36%), physique (30,8%) et mathématiques (51,8%). Les cours de type préemploi n'attirent que très peu d'élèves francophones (entre 1,3% et 2,9% des élèves selon les cours). Les cours de type précollégial n'attirent qu'entre 16% et 30% des élèves. Pourtant nous savons que la majorité des élèves francophones choisissent les études collégiales plutôt que l'université. Les cours, de type « M » (précollégial et préuniversitaire) ne sont suivis que par à peine 3% à 4,8% des élèves.

Plusieurs élèves de la première nouvelle cohorte ont souligné lors des groupes de discussion qu'ils suivaient des cours de type préuniversitaire afin « de se laisser les portes ouvertes ». Leurs propos indiquent qu'ils semblent bien connaître les différences entre les types de cours mais ils soutiennent qu'il n'y a que les cours de la filière préuniversitaire qui donnent accès à l'université et au collège. Ils se disent toutefois préoccupés par leurs résultats scolaires qui pourraient être plus élevés (surtout en mathématiques) s'ils suivaient des cours précollégiaux. Ils se disent étonnés d'apprendre que les cours de type « M » pourraient répondre à leurs besoins. La plupart d'entre eux disent n'avoir pas songé à cette possibilité. Il existe peut-être encore un préjugé négatif au sujet des cours de type précollégiaux : les études collégiales ne sont pas perçues comme étant aussi « prestigieuses » que les études universitaires.

Toutes les écoles de langue française de l'échantillon offrent les cours de type préuniversitaire, sauf une école qui n'offre pas de cours English. La

majorité des écoles propose aux élèves des cours de type précollégial et préemploi. Toutefois les cours de type « M » ne sont offerts que par moins de la moitié des écoles. Ceci explique pourquoi, en partie du moins, les élèves s'inscrivent en moins grand nombre à ce type cours. Il en va de même pour les cours de type « E », qui ne sont offerts que dans quelques écoles.

ii. Sciences humaines et sociales et Études canadiennes et mondiales

Sept des dix écoles offrent un cours de psychologie, anthropologie et sociologie. Il y a 16,5% des élèves inscrits à ce cours. Quatre écoles offrent un cours de sciences religieuses et 12,5% des élèves le suivent. Cinquante élèves suivent le cours Enseignement religieux offert par deux écoles. L'on peut supposer la présence d'au moins deux classes de ce type, soit une classe par école. Trois écoles offrent le cours Rôle parental pour 8,1% des élèves. Les autres cours ne sont pas proposés par les écoles sauf pour les cours HIR3C et HIP3E offerts par une école. Aucun élève ne s'est inscrit à ces deux cours.

Il y a une grande diversité dans la palette de cours offerts dans le domaine des Études canadiennes et mondiales. Ce peut-il qu'il y ait un problème de ressources humaines? La plupart des écoles (6 sur 10) offrent les cours de géographie physique, d'histoire mondiale jusqu'au XVI^e siècle et le cours de droit canadien au type « M ». Très peu d'élèves suivent les cours d'histoire et de géographie. Par contre, 12,7% optent pour le cours de droit. Nous pouvons nous interroger sur le bagage de connaissances en histoire et en géographie de nos futurs citoyens francophones.

iii. Affaires et commerce

Les élèves semblent privilégier le cours Introduction à la comptabilité financière (12,1%) et les cours de Technologie de l'information appliquée aux affaires. Les autres cours attirent peu d'élèves. Il est vrai que peu d'écoles offrent ces autres cours. Les cours d'entrepreneuriat sont offerts dans cinq des écoles impliquées dans le sondage, soit la moitié, mais peu d'élèves s'y intéressent.

iv. Éducation technologique

Nous observons une grande diversité dans l'offre des cours de ce domaine où les cours Technologie des communications et Études informatiques dominent. Ce dernier cours est choisi par 16% des élèves tandis que les pourcentages varient entre 0 et 8,4% pour les autres cours. On remarque aussi que la moitié des écoles de l'échantillon offrent des cours de technologie de la construction et du transport, et que ces cours sont suivis par un bon nombre d'élèves.

v. Éducation artistique, Éducation physique et Santé, Orientation et formation en cheminement de carrière

Les écoles offrent surtout des cours de musique, de théâtre et d'arts visuels mais ces cours ne sont offerts que par trois, cinq ou six écoles respectivement. Il est aussi important de tenir compte du fait que l'une des écoles de l'échantillon est une école secondaire qui se spécialise dans les arts (musique, théâtre, arts visuels, danse). Les élèves se distribuent entre ces cours avec une nette préférence pour le cours Arts visuels du type « M » (13,1%). La majorité des écoles (8 sur 10) offrent le cours Vie active et santé et 34,8% des élèves y sont inscrits. L'offre de cours Orientation et formation en cheminement de carrière laisse plutôt perplexe. Les cours GWL30 et GLE30 ne sont respectivement offerts que par une seule école. Il n'y a pas d'élèves qui suivent ces cours. Pourtant, les cours de cheminement de carrière sont maintenant obligatoires. Les

élèves ne semblent pas pourtant s'y intéresser ; toutefois les élèves semblent savoir dans quelle direction ils se dirigent au niveau de carrière, d'emploi, et des études.

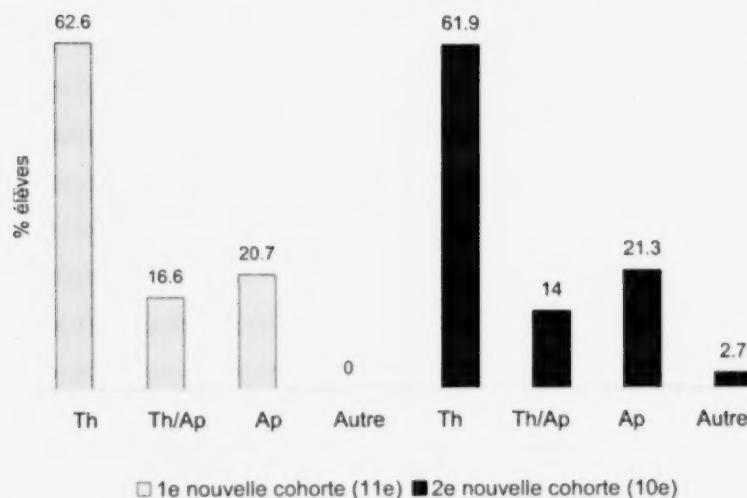
vi. En bref

Les 10 écoles de langue française offrent surtout les cours de français, d'English, de mathématiques et de sciences pour la filière préuniversitaire, et la majorité des élèves suivent ces cours. Par ailleurs les élèves dans les 14 écoles s'inscrivent surtout dans les cours : Vie active et santé ; Psychologie, anthropologie et sociologie ; Comprendre le droit canadien ; Études informatiques, Introduction à la comptabilité financière ; Technologie de l'information appliquée aux affaires ; Arts visuels ; Études des religions. Trois des 10 écoles offrent les cours du Programme de formation en milieu de travail (PFMT : Programme d'apprentissage pour les jeunes, Passerelles, et Exploration de carrières). Une seule école mentionne un code pour ces programmes (huit élèves suivent le cours Éducation coopérative).

b. Types de cours choisis par les élèves des deux nouvelles cohortes

Le nombre d'élèves suivant des cours de type théorique n'a pas beaucoup changé dans les deux dernières années. Les nombres d'élèves qui suivent des cours de type théorique, théorique et appliqué, et appliqué n'ont pas vraiment changé (figure 47 et tableau C12 à l'annexe C et tableau D2 à l'annexe D, Phase 1). La majorité des élèves (62,6% 1^{re} nouvelle cohorte, 61,9% 2^e nouvelle cohorte) suivent des cours de type théorique. Un élève sur cinq, en moyenne, suit des cours de type appliqué. Certains d'entre eux suivent des cours de type théorique/appliqué (16,6% chez la 1^{ière} nouvelle cohorte, 14% chez la 2^e nouvelle cohorte).

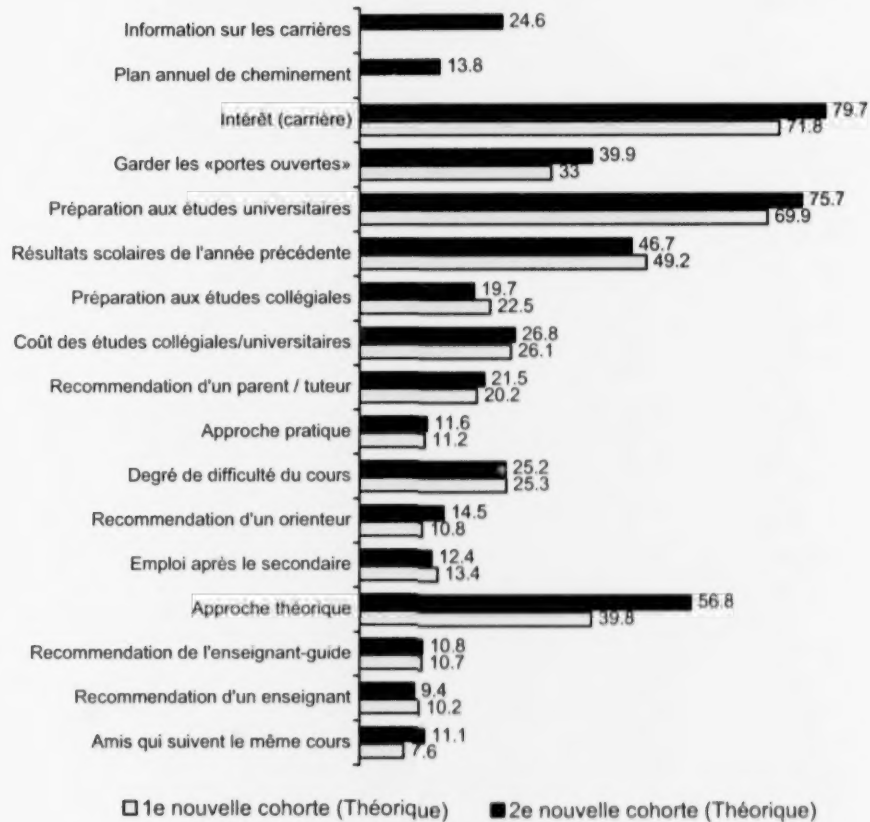
Figure 47: Élèves de 10e année (1e et 2e nouvelles cohortes, par type de cours)



2. Facteurs qui influencent le choix de cours

Les facteurs qui influencent le choix de cours des élèves sont nombreux – plusieurs influences les portent à faire un choix en fonction de leur destination post-secondaire et de leur choix de carrière (figure 48 et figure 49 ; tableaux D29, D31, D33, D35, D37, D39, D41, D43, D45, D47, D49, D51, D52, D55, D57 à l'annexe D, Phase 1, et C13 à C29 à l'annexe C).

Figure 48: Facteurs qui influencent le choix des cours chez les élèves suivant des cours de type théorique en 10e année (1e et 2e nouvelles cohortes; % très important.)

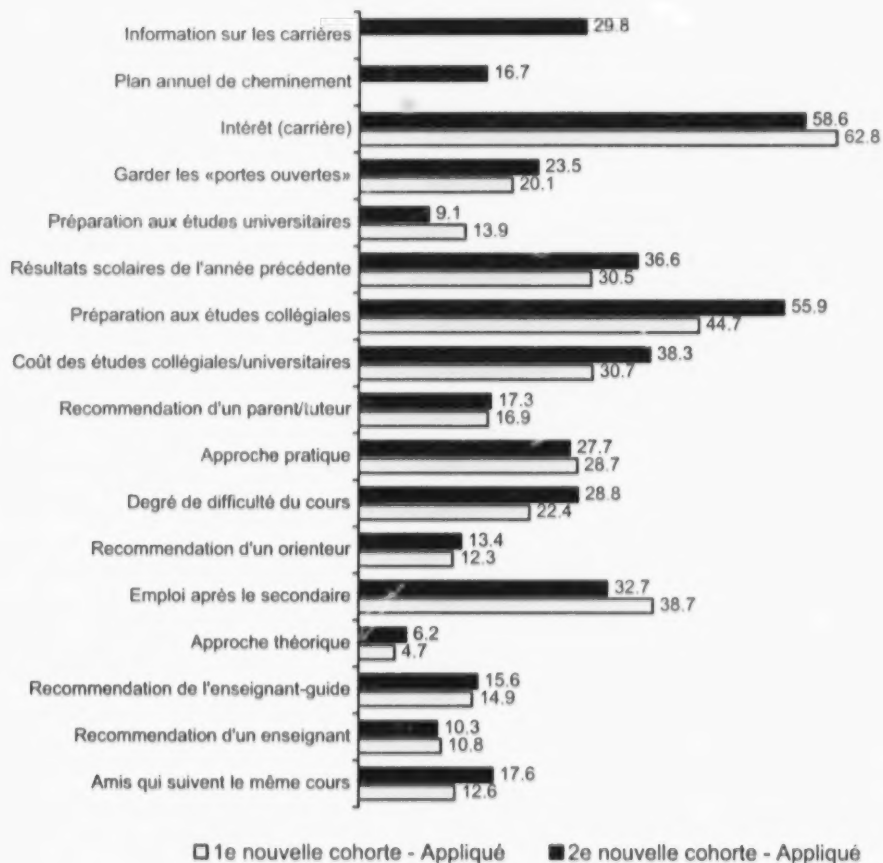


L'examen des figures 48 et 49 souligne l'importance considérable que les élèves accordent à leurs aspirations en matière de choix de carrière lorsque vient le temps de choisir leur cours. En effet, 79,7 pourcent des élèves de la 2^e nouvelle cohorte (théorique), ainsi que 71,8% des élèves de la 1^{ière} nouvelle cohorte (théorique) donnent beaucoup d'importance à leur choix de carrière dans leur décision de choix de cours. Du côté des élèves qui suivent les cours de type théorique (figure 48), la préparation aux cours universitaire, l'approche théorique et les résultats scolaires de l'année précédente sont des facteurs importants au

choix des cours. Puisque le choix de carrière et le choix de type d'études post-secondaires sont intimement liés, cette tendance n'est pas surprenante. Il est intéressant de noter la différence entre la deuxième et la première nouvelle cohorte en ce qui concerne l'importance attribuée au choix de carrière – en effet, comme on le constate dans les figures 48 et 49 les élèves de la deuxième nouvelle cohorte semblent être plus informés et plus décidés dans leurs choix de trajets post-secondaires. Il faut souligner ici que 13,8% de ces élèves indiquent que leur plan annuel de cheminement influence leur décision face au choix de cours. Il s'agit peut-être du résultat d'une intégration plus complète dans le nouveau programme chez ces élèves et du fait que les enseignants deviennent de plus à l'aise avec la mise en œuvre des nouveaux programmes.

Il est intéressant de noter que près de 40% des élèves choisissent des cours afin de se garder des « portes ouvertes » au cas où ils changeraient d'idées par rapport à leur parcours ou qu'ils se trouvent dans l'impossibilité de l'emprunter. Comme le disaient deux élèves de 11^e année lors d'un groupe de discussion : « C'est un peu comme une police d'assurance...des fois on se trouve jeunes pour décider tout de suite ce qu'on va faire plus tard. ». Les jeunes indiquaient clairement leur inquiétude de se trouver dans une situation où les possibilités de carrières et d'études diminuent dramatiquement. Quelques jeunes ont précisé que leurs parents les influençaient beaucoup dans ce sens. Comme nous l'avons souligné lors de la phase I, les amis, les enseignants, les enseignants guides et les orienteurs ne semblent pas jouer un rôle majeur dans le choix de cours des élèves.

Figure 49: Facteurs qui influencent le choix des cours chez les élèves suivant des cours de type appliqué en 10^e année (deux nouvelles cohortes)



Chez les élèves de type appliqué, les facteurs qui influencent le choix de cours sont semblables. Beaucoup d'importance est attribuée aux intérêts en matière de choix de carrière, et de planification pour les études collégiales. Tout comme chez les élèves de type théorique, on remarque que plusieurs élèves disent vouloir garder les portes ouvertes. Plusieurs apprécient l'approche pratique à l'apprentissage (27,7% et 28,8% chez la 2^e nouvelle et la 1^e nouvelle cohorte, respectivement). Certains voient aussi les possibilités d'emploi à la fin de leur

secondaire comme étant un facteur important dans leur choix de cours et cheminement scolaire. Les amis et le plan annuel de cheminement ne semblent pas figurer de façon particulièrement importante dans leur choix de cours.

3. Disponibilité des cours

Tel que nous l'avions constaté l'an dernier, un autre facteur qui influence le choix de cours de tous les élèves franco-ontariens est la disponibilité des cours : un élève des nouvelles cohortes sur quatre ne peuvent suivre un cours au choix car il n'est pas offert (figures 50 et 51 ; tableaux C30 à C32 à l'annexe C). En effet, les écoles de langue française doivent souvent annuler des cours, soit parce qu'il n'y a pas d'enseignants qualifiés pour les enseigner, soit que les inscriptions ne soient pas assez élevées pour justifier les coûts dans les écoles de petite taille. L'an dernier, les élèves intéressés par les arts (musique, art dramatique, art visuel) se plaignaient du manque de cours dans leurs disciplines préférées. Cette année, la tendance semble se maintenir – il existe encore un écart entre le nombre de cours offerts dans les disciplines artistiques et en sciences sociales dans les écoles de langue française et dans les écoles de langue anglaise.

Figure 50 : Raisons pour lesquelles les élèves n'ont pas pu suivre un cours au choix (1e et 2e cohortes, ancienne cohorte) - Écoles Françaises

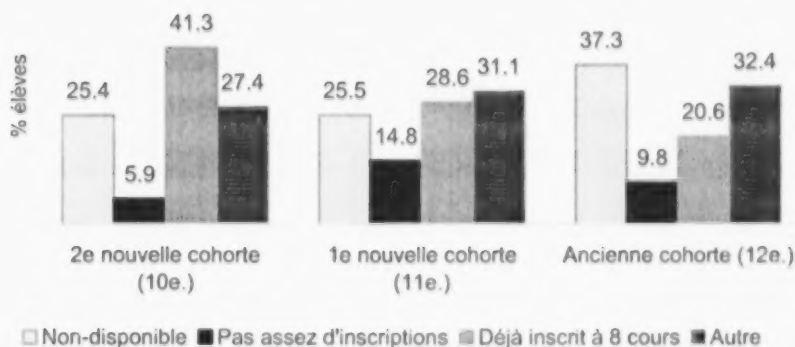
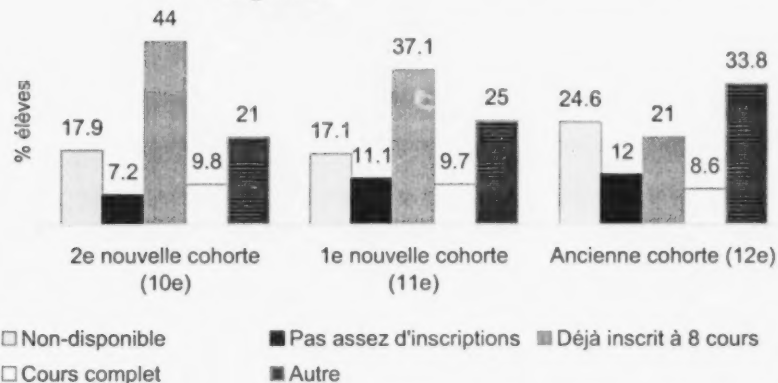


Figure 51: Raisons pour lesquelles les élèves n'ont pas pu suivre un cours au choix (1^e et 2^e cohortes, ancienne cohorte) - Écoles Anglaises



Nous constatons aussi qu'un nouveau facteur vient s'ajouter aux difficultés de pouvoir suivre le cours convoité par l'élève : le temps réduit pour l'obtention du DESO (quatre ans plutôt que cinq) et le nouvel accent sur les plans de carrière. Il est possible que les élèves des nouvelles cohortes ressentent les contraintes du nouvel horaire sur quatre ans. Lorsque vient le temps de suivre des cours par simple intérêt un grand nombre d'élèves se retrouvent avec un horaire déjà complet (8 cours). Il leur est donc impossible de suivre le cours qu'ils avaient choisi. Du côté des écoles de langue française, notons l'absence de cours « remplis » comme étant une des raisons pour lesquelles les élèves n'ont pas pu suivre le cours au choix qu'ils avaient choisi. Du côté anglais, par contre, les cours complets sont cités comme étant la raison pour laquelle un cours n'a pas pu être suivi chez 10%, 9,6% et 9% des élèves de la 2^e nouvelle cohorte, de la 1^{ère} nouvelle cohorte, et de l'ancienne cohorte, respectivement.

4. Rendement scolaire

a. Introduction

Le succès des élèves est une préoccupation partagée par les élèves, leurs parents ou tuteurs, les directions d'école et les enseignants. Tous désirent voir les élèves obtenir le DESO et ce, avec les meilleurs « notes » possibles. Dans le

cadre des groupes de discussion et des entrevues avec les enseignants et les directions d'école, les résultats scolaires ont souvent dominé les propos des participants. Presque tous s'entendent pour dire que les élèves des deux nouvelles cohortes qui vivent avec le nouveau programme obtiennent de moins bons résultats que ceux-là obtenus par les élèves de l'ancienne cohorte.

Il est utile de se rappeler le fonctionnement des notes et des niveaux de rendement avant d'entamer cette section. Le tableau 25 nous rappelle les équivalences entre les notes et les niveaux de rendement ainsi qu'une très brève description.

Tableau 25 : Équivalences des notes et des niveaux de rendement au secondaire

Note	Niveau de rendement	Description
80-100%	Niveau 4	Rendement très élevé ou excellent. <i>Dépasse</i> la norme provinciale.
70-79%	Niveau 3	Rendement élevé. <i>Correspond</i> à la norme provinciale.
60-69%	Niveau 2	Rendement moyen. Inférieur à la norme provinciale, mais <i>s'en approche</i> .
50-59%	Niveau 1	Rendement passable. <i>Inférieur</i> à la norme provinciale.
Moins de 50%		Rendement <i>insuffisant</i> par rapport aux attentes du curriculum. L'élève n'obtiendra pas de crédit.

Le Ministère de l'éducation de l'Ontario a mis en place à partir de 1999 l'utilisation des niveaux de rendement de l'élève du secondaire et du primaire. Ces niveaux servent à décrire le niveau d'atteinte des compétences telles que proposées par les nouveaux curriculums. Notons que les élèves de la deuxième nouvelle cohorte est celle qui a évolué le plus longtemps sous ce nouveau régime pédagogique. De plus, les enseignants du secondaire ont eu un peu plus de temps pour faire des ajustements et s'adapter suite à l'expérience vécue avec les élèves de la première nouvelle cohorte. Nous sommes donc en mesure de vérifier si tout ceci se traduit par des améliorations dans la mise en œuvre du nouveau programme.

Les données analysées dans cette section sont tirées des dossiers sur toutes les écoles de la province provenant du « Ministry's Information Management Group ». Nous comparons dans un premier temps les résultats scolaires obtenus en 10^e année par les élèves de la première nouvelle cohorte et de l'ancienne cohorte. Soulignons ici que nous devons être prudent dans le cadre de nos conclusions à tirer d'une telle comparaison. Les élèves n'évoluent pas, entre autres, au sein du même programme. Nous présentons dans un deuxième temps les résultats obtenus par les élèves des deux nouvelles cohortes. Dans les deux cas, nous analyserons d'abord les résultats scolaires pour les cours d'English et de français. Suivront les analyses pour les résultats des cours de mathématiques et de sciences. Nous avons aussi fait quelques comparaisons entre les résultats des élèves francophones et les élèves anglophones car plusieurs élèves et quelques éducateurs ont indiqué une certaine inquiétude lors des groupes de discussion et des entrevues, à savoir que les élèves anglophones réussissent mieux dans le cadre des nouveaux programmes que les élèves francophones.

b. Rendement des élèves de 10^e année (1^{ière} nouvelle et ancienne cohorte)

i. English

À la figure 52 et 53, nous observons que les élèves francophones réussissent bien leur cours d'English. Les deux cohortes gardent un niveau de rendement semblable, quoi qu'ici, les élèves du nouveau programme réussissent un peu mieux et avec moins d'échecs. On remarque que le pourcentage d'élèves de la nouvelle cohorte qui réussissent avec des notes au-delà de 70% est légèrement plus élevé que chez les élèves de l'ancienne cohorte (74,7% et 69,2% respectivement).

Cette différence entre les élèves de la première nouvelle cohorte et les élèves de l'ancienne cohorte (pourcentage d'élèves ayant une note supérieure à 70%) est beaucoup plus prononcée chez les élèves qui

suivent des cours de type général/appliqué. Le pourcentage d'élèves qui réussissent, en English, à obtenir des notes supérieures à 70%, s'élève à 35% chez la nouvelle cohorte alors qu'elle n'atteint que 26,8% chez les élèves de l'ancienne cohorte. Nous pouvons nous réjouir de ce constat, mais il est cependant préoccupant de constater un déséquilibre entre la proportion d'élèves des cours appliqué/général obtenant ces résultats comparativement aux élèves qui suivent les cours avancé/théorique.

Figure 52: Rendement scolaire (English): 10e année, type théorique (2000-01) et 10e année type avancé (1999-00)

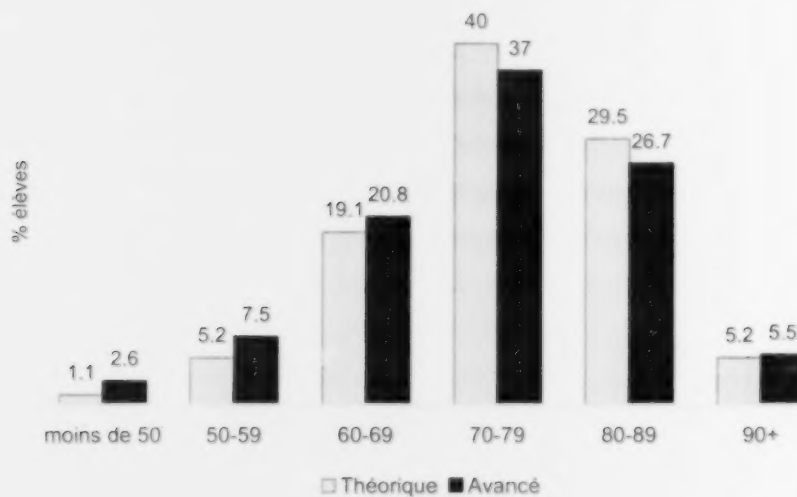
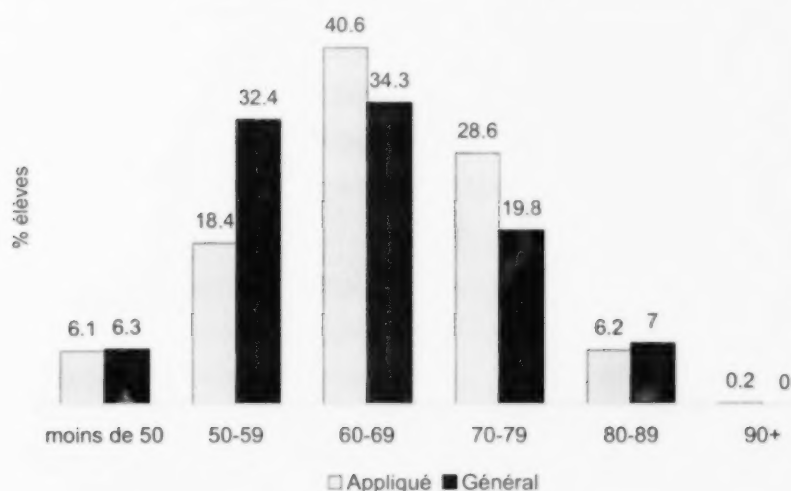


Figure 53: Rendement scolaire (English): 10e année, type appliqué (2000-01) et 10e année, type général (1999-00)



Il est curieux de constater que les élèves francophones semblent mieux réussir les cours d'English que les élèves de langue anglaise. Il y a moins d'échecs du côté francophone, soit de moitié dans le cas des cours de type appliqué/général. Près de 65% des élèves anglophones obtiennent, dans les cours de type théorique/avancé, des notes entre 70% et 100% comparativement à près de 75% des jeunes franco-ontariens. Les résultats des élèves de l'ancienne cohorte et de la nouvelle cohorte se ressemblent chez les anglophones alors que nous remarquons un glissement vers la droite de la distribution de notes chez les élèves francophones de la nouvelle cohorte comparativement à la distribution des notes des élèves de l'ancienne cohorte.

ii. Français

Les résultats des deux types de cours chez les deux cohortes sont semblables du côté du rendement des élèves en français. La figure 54 montre, chez les élèves de type avancé/théorique, une baisse dans le pourcentage d'élèves qui réussissent à obtenir des résultats entre 80 et

100%, et une augmentation dans les notes de 70 à 79%. Encore une fois, il y a une diminution du nombre d'échecs et d'une diminution du pourcentage d'élèves qui obtiennent des notes entre 50 et 59%.

Chez les élèves qui suivent les cours de type général/appliqué, les tendances sont les mêmes (voir figure 55). On remarque une diminution de 2% dans le taux d'échecs, une augmentation dans le pourcentage de notes qui se trouvent entre 50 et 69%, et une baisse dans les notes qui se trouvent entre 70 et 89%. Nous remarquons que là où autrefois aucun élève ne réussissait à obtenir une note au-delà de 89% (ancienne cohorte), on en retrouve 0,2% dans la première nouvelle cohorte. Il nous semble qu'un taux d'échec de 6% et de 8% demeure tout de même préoccupant.

Figure 54: Rendement scolaire (Français): 10e année, type théorique (2000-01) et 10e année, type avancé (1999-00)

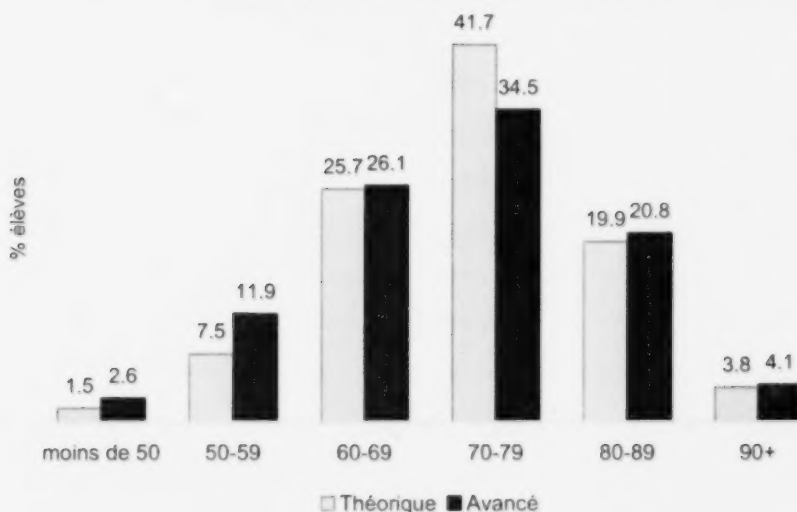
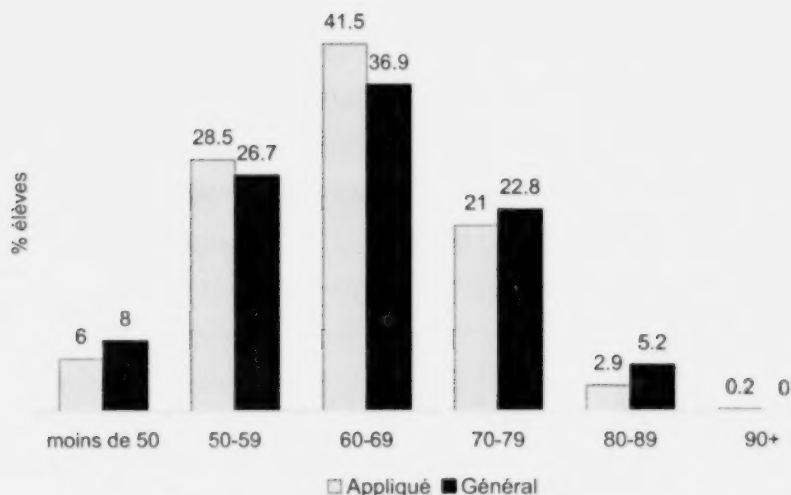


Figure 55 : Rendement scolaire (Français): 10e année, niveau type (2000-01) et 10e année, type général (1999-00)



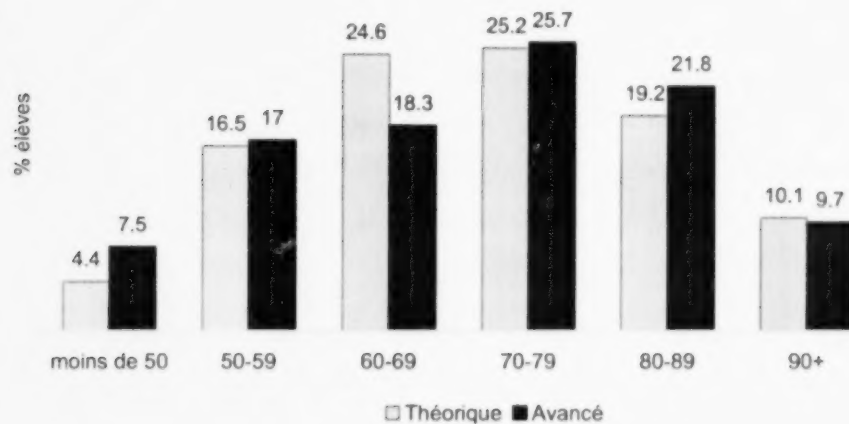
iii. Mathématiques

C'est en sciences et mathématiques que l'on remarque qu'il y a peut-être un problème d'adaptation au nouveau programme par les enseignants. Le taux d'échecs dans ces deux matières, surtout chez les élèves qui suivent des cours de type général/appliqué, est particulièrement élevé. Nous observons chez ces élèves, une augmentation en mathématiques du taux d'échecs entre la nouvelle et l'ancienne cohorte, ce qui va à l'encontre des tendances observées pour les autres matières.

La figure 56 indique une diminution de 3,1% des échecs chez les élèves de la nouvelle cohorte inscrite au cours de type théorique comparativement aux élèves de l'ancienne cohorte. Il n'y a pas de différence entre le nombre d'élèves ayant obtenu une note entre 50 et 59 pourcent. Nous remarquons une augmentation significative (de 6,3%) d'élèves de la 1^e nouvelle cohorte qui obtiennent des notes entre 60% et 69%. Par contre 57,2% des élèves de l'ancienne cohorte obtiennent des

notes supérieures à 70% comparativement à 54,5% des élèves de la nouvelle cohorte.

Figure 56: Rendement scolaires (mathématiques): 10e année, type théorique (2000-01) et 10e année, type avancé (1999-00)

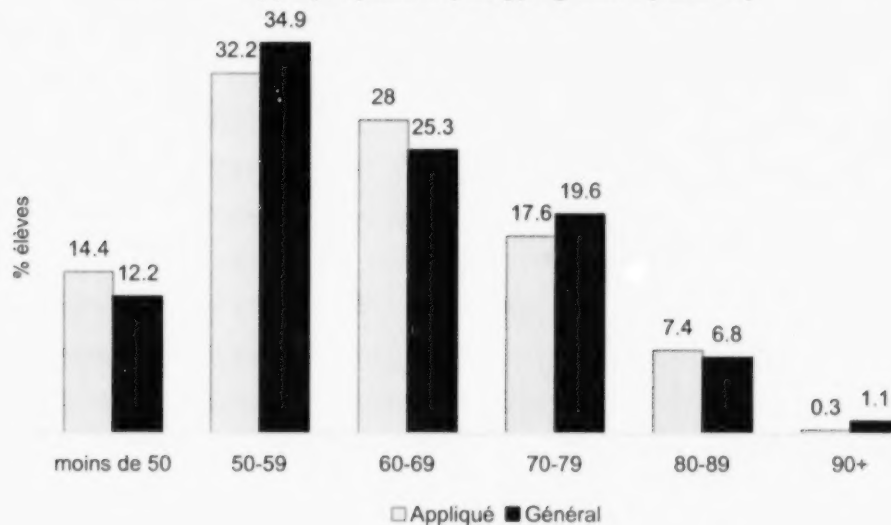


La figure 57 présente le rendement scolaire en mathématiques en 10^e année des élèves de type appliqué et des élèves de type général. Nous sommes étonné de constater une augmentation de 2,2% d'échec en mathématique chez les élèves de la première nouvelle cohorte comparativement à leurs collègues de l'ancienne cohorte. En effet 12,2% de ces derniers ont échoué comparativement à 14,4% des élèves de la première nouvelle cohorte. Près de 3 élèves de la nouvelle cohorte sur 20 échouent leur cours de mathématique, ce qui nous semble inquiétant. Il ne faut pas oublier que les mathématiques de 10^e année sont obligatoires, ce qui veut dire que ces jeunes devront suivre à nouveau ce cours de mathématiques.

Cette situation préoccupante pour les élèves francophones est moins sérieuse que ce que nous observons chez les élèves anglophones. La

différence entre le nombre d'échecs au niveau avancé est minime :8,4% chez les anglophones et 7,5% chez les francophones. Mais là où nous observons une diminution de 3,1% des échecs chez les élèves francophones de la nouvelle cohorte, nous notons une augmentation de 1,8% chez les élèves anglophones. Le pourcentage d'échecs chez les élèves de type général est de 16,4% chez les anglophones et de 12,2% chez les francophones. Ce taux passe à 23,2% chez les anglophones et à 14,4% chez les francophones.

Figure 57: Rendement scolaire (mathématiques): 10e année, type appliqué (2000-01) et type général (1999-00)



iv. Sciences

Les figures 58 et 59 comparent les notes obtenues par les élèves de la 1^{re} nouvelle cohorte et par les élèves de l'ancienne cohorte en sciences de 10^e année. Chez les élèves qui suivent des cours de type avancé/théorique, les résultats suivent les tendances notées pour les autres matières, mise à part les mathématiques. On remarque une légère diminution des taux d'échecs et des notes supérieures à 80%. Les

distributions de notes se ressemblent pour ce qui est des autres tranches des résultats scolaires.

Chez les élèves de type général/appliqué, le taux d'échec demeure très élevé – une légère amélioration est toutefois notée entre l'ancienne et la nouvelle cohorte en ce qui concerne les échecs, tandis que les résultats sont beaucoup plus faibles au-delà de 50%. En effet, les notes obtenues entre 70 et 100% par les élèves de la première nouvelle cohorte ont diminué et la majorité des élèves réussissent en deçà de 69%. Si l'on additionne le pourcentage d'élèves qui échouent avec celui des élèves qui obtiennent des notes entre 50 et 69%, le résultat est inquiétant (77,4% des élèves de la nouvelle cohorte). Ceci signifie que près de 4 élèves sur 5 n'atteignent pas le niveau de rendement qui correspond à la norme provinciale, norme qui indique une bonne préparation pour le cours suivant ou l'année suivante. Notons finalement que les distributions des résultats en sciences des anglophones et des francophones se ressemblent.

Figure 58: Rendement scolaire (sciences): 10e année, type théorique (2000-01) et 10e année, type avancé (1999-00)

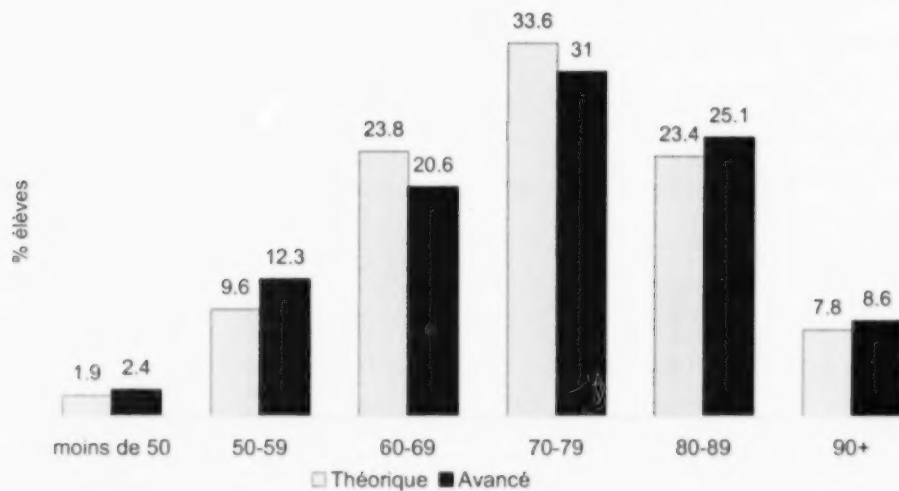
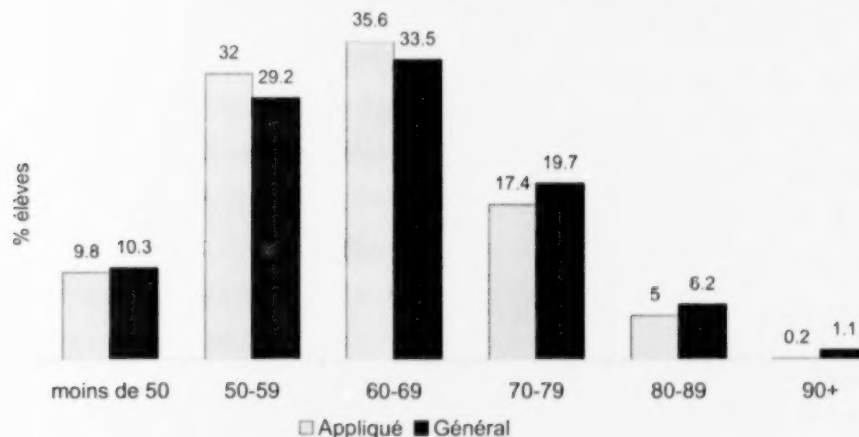


Figure 59: Rendement scolaire (sciences): 10^e année, type appliqué (2000-01) et 10^e année, type général (1999-00)



Les distributions des résultats en sciences des anglophones et des francophones se ressemblent. Nous remarquons dans les deux cas une tendance chez les élèves de type appliqué à réussir moins bien que les élèves de type théorique.

Les profils du rendement scolaire, obtenu en 10^e année, des élèves de l'ancienne et de la première nouvelle cohorte sont semblables au premier regard. Les tendances se ressemblent, mais un examen approfondi révèle quelques différences importantes, voire inquiétantes, entre les deux cohortes. Ce constat est pertinent pour toutes les matières et les deux types de cours (théorique/avancé et appliqué/général). Le nouveau programme, tel que vécu par les élèves de la première nouvelle cohorte, semble provoquer moins d'échecs que par le passé (comparativement aux élèves de l'ancienne cohorte), mais en revanche, l'on remarque moins de notes au-delà de 90%. Il est dès plus préoccupant de constater que les distributions des notes des élèves inscrits aux cours appliqués n'a pas changé comparativement aux notes obtenues par les élèves de l'ancienne cohorte. Il existe toujours une différence importante entre le rendement

scolaire des élèves des cours appliqués et des élèves des cours théoriques - les élèves des cours de type général/appliqué réussissent en moyenne beaucoup moins bien que leurs confrères et consœurs qui suivent les cours de type avancé/théorique. Pourtant, le nouveau programme et le nouveau curriculum devaient tenter de corriger cette différence ; les contenus et les stratégies d'enseignement étant dorénavant différenciés. Il s'agit peut-être de l'effet de la nécessité d'un temps d'adaptation, par les enseignants, aux nouveaux barèmes d'évaluation et au nouveau curriculum. Ceci semble se confirmer par l'analyse des notes obtenues en 9^e année par les élèves qui évoluent avec le nouveau programme (1^e et 2^e nouvelles cohortes). Il est important de souligner, comme nous le verrons plus bas, que la situation semble s'améliorer si nous comparons les résultats des élèves des deux nouvelles cohortes. Il n'est pas évident de changer rapidement les habitudes lorsqu'un nouveau programme est implanté.

c. Rendement scolaire en 9^e année (les deux nouvelles cohortes)

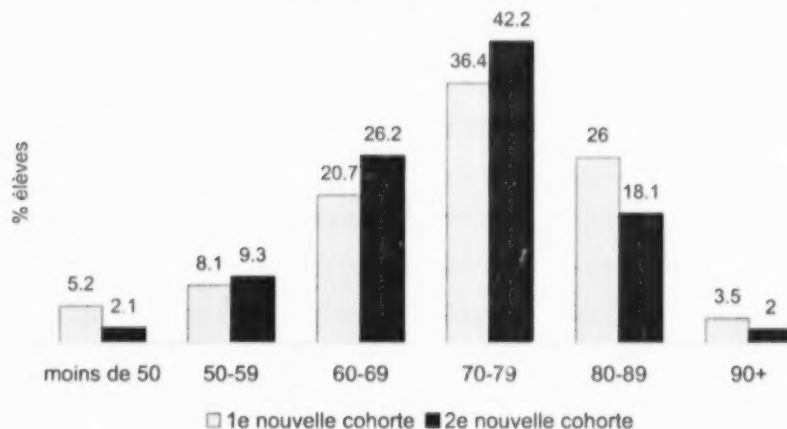
La comparaison des résultats scolaires en 9^e année des deux nouvelles cohortes permet de mieux cerner comment le nouveau programme du secondaire est mis en œuvre. Les enseignants ont-ils apporté les changements nécessaires à leurs pratiques d'évaluation? Les stratégies d'enseignement correspondent-elles aux nouvelles exigences des nouveaux contenus des cours appliqués et théoriques? Cette section se penche sur les résultats scolaires de 9^e année en English, en français, en mathématiques et en sciences des élèves des deux nouvelles cohortes.

i. English

Le rendement des élèves de 9^e année en English est particulièrement intéressant. Nous remarquons quelques changements importants au niveau de la distribution des notes obtenues par les élèves de la deuxième nouvelle cohorte. Le taux d'échecs a diminué (même tendance

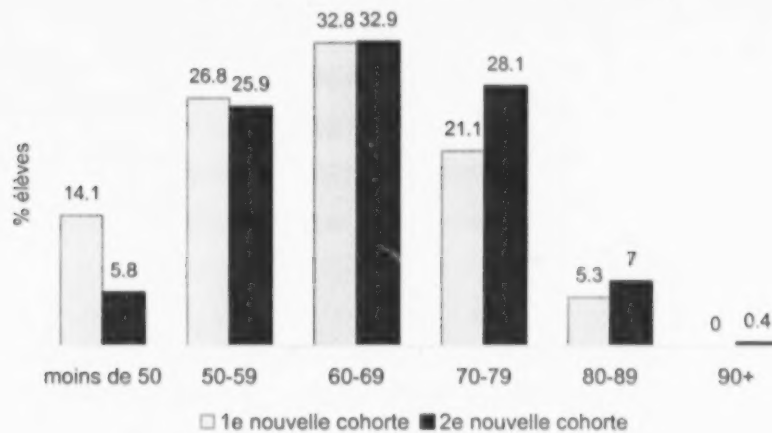
qu'entre la nouvelle et l'ancienne cohorte) mais les notes entre 80 et 100% ont diminué considérablement (figures 60 et 61). Notons, entre autres, une baisse importante de près de 8% d'élèves de la deuxième nouvelle cohorte qui ont obtenu une note entre 80-89% en comparaison avec les élèves de la première nouvelle cohorte (figure 60). Tout près de 42% des élèves de la 2^e nouvelle cohorte se classe au sein du niveau trois et 20,1% au niveau 4 ; nous trouvons 36% des élèves de la première nouvelle cohorte au niveau trois alors que 29, 5% d'entre eux obtenaient un niveau quatre.

Figure 60: Rendement scolaire (English): 9e année, type théorique (1e nouvelle cohorte, 1999-00) et 9e année, type théorique (2e nouvelle cohorte, 2000-01)



Chez les élèves de type appliqué, nous remarquons enfin l'effet espéré par les nouveaux programmes – une réduction importante du taux d'échecs (14,1% chez les élèves de la 1^{ière} nouvelle cohorte, 5,8% chez les élèves de la 2^e nouvelle cohorte – soit un écart de 8,3%), et une augmentation du nombre d'élèves dont le rendement scolaire atteint et dépasse la norme provinciale.

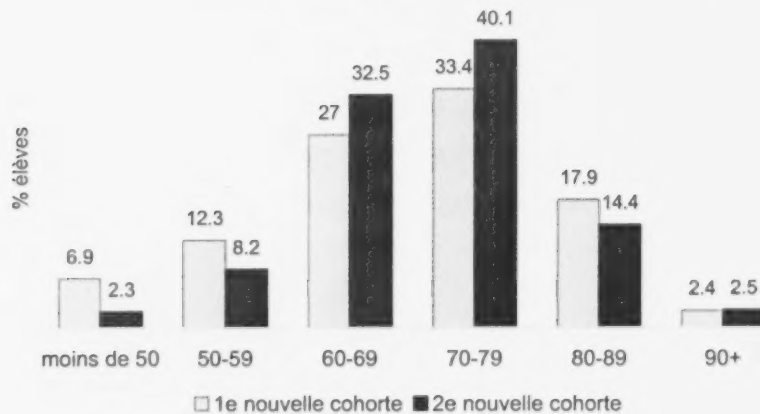
Figure 61: Rendement scolaire (English): 9e année, type appliqué (1e nouvelle cohorte 1999-00) et 9e année, type appliqué (2e nouvelle cohorte 2000-01)



ii. Français

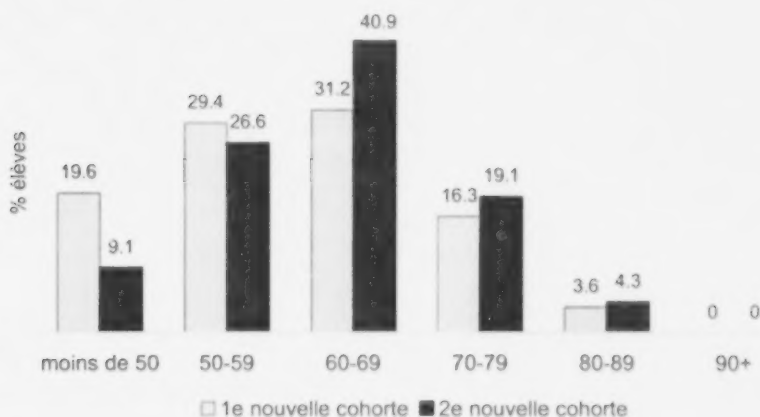
Chez les élèves de type théorique, nous remarquons une baisse considérable du taux d'échecs en français, et une diminution du pourcentage d'élèves qui obtiennent des notes de niveau 4 (80% et plus) (figure 62). Il y a un resserrement vers le centre de la distribution. En autres mots, nous observons une tendance à noter les élèves au niveau deux et au niveau trois en français.

Figure 62: Rendement scolaire (Français): 9e année, type théorique (1e nouvelle cohorte, 1999-00) et 9e année, type théorique (2e nouvelle cohorte, 2000-01)



Nous observons chez les élèves de type appliqué une augmentation des notes de niveau trois – notes qui correspondent à la norme provinciale. Il faut noter aussi la diminution importante du taux d'échec (diminution de près de 10%). Un élève de la première nouvelle cohorte sur cinq échouait son cours de français appliqué en 9^e année – maintenant, ces statistiques tombent à un élève sur dix. Près de la moitié des élèves de la 2^e nouvelle cohorte (40,1% notes au niveau deux) se rapproche de la norme provinciale (figure 63). Si l'on considère tous les rendements inférieurs (et incluant) le niveau deux, on remarque que 75% des élèves tombent dans cette catégorie. Ceci signifie que trois élèves sur quatre ne réussissent pas au niveau de la norme provinciale. Malgré tout, ceci représente une amélioration du pourcentage de notes inférieures à la norme provinciale. Dans le cas de la première nouvelle cohorte, il y avait 80,2% des élèves qui n'atteignaient pas cette norme.

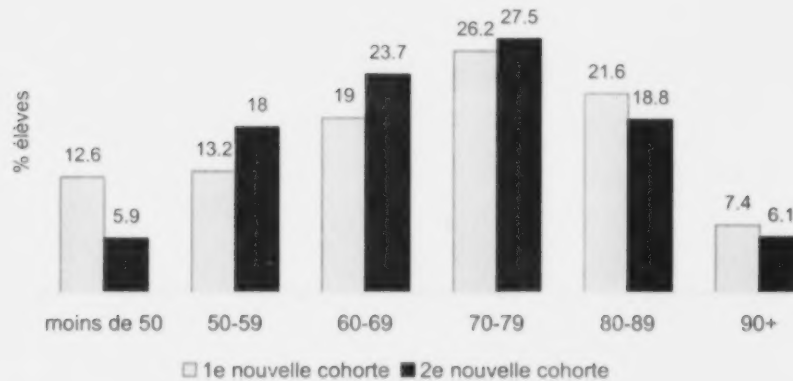
**Figure 63: Rendement scolaire (Français): 9e année, type appliqué
(1e nouvelle cohorte, 1999-00) et 9e année, type appliqué (2e nouvelle cohorte, 2000-01)**



iii. Mathématiques

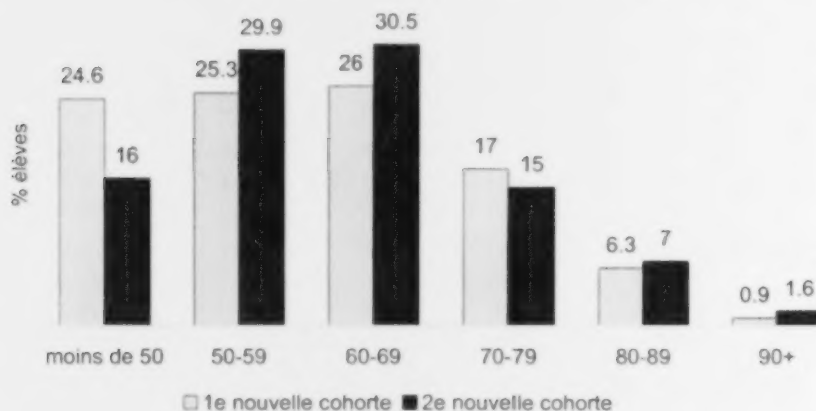
Le rendement scolaire des élèves de la 1^e nouvelle cohorte et de la 2^e nouvelle cohorte qui suivent la filière préuniversitaire en mathématiques se ressemble beaucoup. Encore une fois, nous remarquons une chute importante des taux d'échecs (de 12,6% à 5,9%), et une légère diminution du nombre de notes de 80% et plus (niveau quatre). Notons que 24,9% des élèves de la 2^e nouvelle cohorte obtient des notes du niveau quatre alors que 29% des élèves de la première nouvelle cohorte se classe à ce niveau de rendement.

Figure 64: Rendement scolaire (mathématiques): 9e année, type théorique (1e nouvelle cohorte, 1999-00) et 9e année, type théorique (2e nouvelle cohorte, 2000-01)



Du côté des élèves de type appliqué, nous remarquons une baisse très importante des taux d'échecs, soit de 24,6% (1^{ière} nouvelle cohorte) à 16% (2^e nouvelle cohorte). Le nombre d'échecs reste toutefois élevé, et si l'on considère que 76,4% des élèves offrent un rendement inférieur à la norme provinciale, nous nous rendons compte qu'il y a encore quelques problèmes. Les taux ont à peine changé par rapport à celui de l'année précédente (75,9%). Il y a moins d'échecs, certes, mais il y a autant d'élèves qui n'atteignent pas la norme provinciale.

Figure 65: Rendement scolaire (mathématiques): 9e année, type appliqué (1e nouvelle cohorte 1999-00) et 9e année, type appliqué (2e nouvelle cohorte 2000-01)



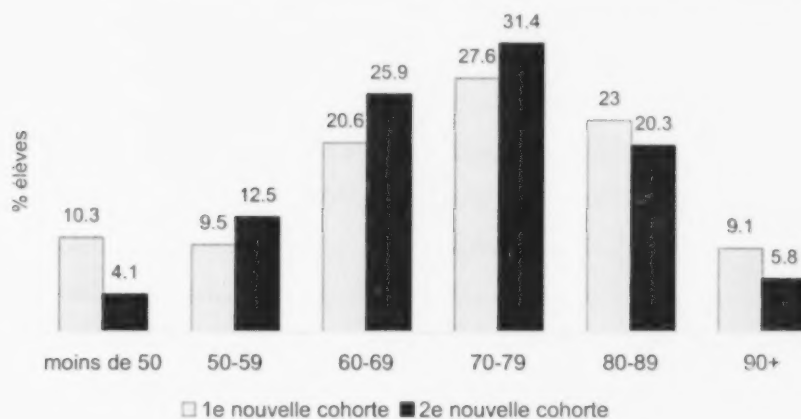
Nous observons quelques différences entre les élèves francophones et les élèves anglophones au niveau du rendement en mathématiques. Le pourcentage d'échecs a diminué chez les francophones pour les cours appliqués et théoriques alors que chez les anglophones nous notons une légère augmentation des échecs pour les cours de type théorique et aucun changement au cours de type appliqué. Le pourcentage d'échec dans ce dernier type de cours chez les anglophones est de 26,2% alors qu'il est de 24,6% pour la première nouvelle cohorte francophone et de 16% pour les francophones de la 2^e nouvelle cohorte. Les résultats des élèves francophones se sont améliorés tandis que nous notons peu de changements significatifs du côté des écoles de langue anglaise. Remarquons aussi que les élèves francophones de la filière collégiale obtiennent de meilleurs résultats que leurs collègues anglophones.

iv. Sciences

Les figures 66 et 67 présentent les résultats scolaires en sciences des élèves des nouvelles cohortes. L'examen de ces figures révèle que ces résultats suivent les tendances observées dans les autres matières.

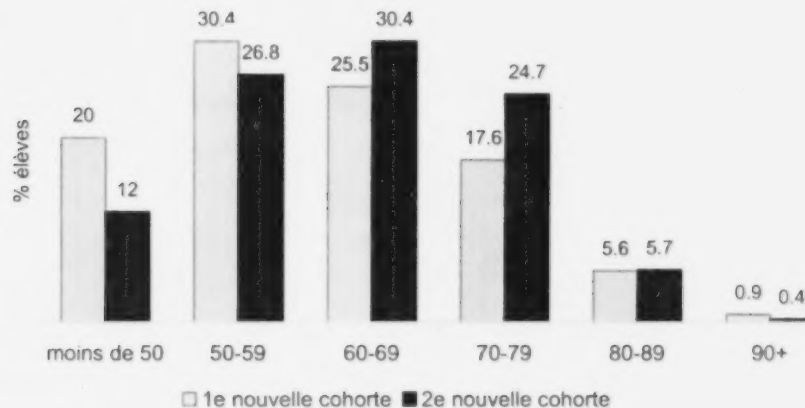
Il y a diminution, chez les élèves qui suivent des cours de type théorique, du nombre d'échecs ainsi qu'une baisse du nombre d'élèves de niveau quatre. La distribution se déplace vers le centre lorsque nous comparons les résultats des élèves des deux nouvelles cohortes.

Figure 66: Rendement scolaire (sciences): 9e année, type théorique (1e nouvelle cohorte, 1999-00) et 9e année, type théorique (2e nouvelle cohorte, 2000-01)



Chez les élèves de type appliqué, le taux d'échecs tombe de 20% à 12%, voir figure 67) et le nombre d'élèves de niveau deux et de niveau trois, augmente, ce qui est plutôt encourageant. Nous remarquons une augmentation de 7,1% du nombre d'élèves qui fournissent un rendement de niveau trois. Ceci est une nette amélioration que l'on remarque aussi chez les élèves de niveau deux (près de 5%), alors qu'il y a une diminution du nombre d'élèves de niveau un (3,6%) (figure 67).

Figure 67: Rendement scolaire (sciences): 9e année, type appliqué (1e nouvelle cohorte, 1999-00) et 9e année, type appliqué (2e nouvelle cohorte, 2000-01)



Les distributions des résultats scolaires en sciences des élèves anglophones et des élèves francophones se ressemblent. Nous observons toutefois un pourcentage d'échec moins élevé chez les élèves de langue française.

L'analyse des résultats scolaires des élèves des deux nouvelles cohortes, en English, mathématiques, français et sciences, semble indiquer que les enseignants ont fait des ajustements lors de la deuxième année de la mise en œuvre du nouveau programme. Il y a une diminution sensible du pourcentage d'échecs, une amélioration des résultats scolaires en général mais une diminution des notes de 90% et plus.

d. Comparaison de l'accumulation de crédits

L'accumulation de crédits est un indicateur intéressant du succès de la mise en œuvre du nouveau programme. La comparaison du nombre de crédits accumulés par les élèves, tous types confondus, donne une image complémentaire aux résultats scolaires (notes obtenues). Il ne faut pas oublier que l'une des raisons d'être du nouveau programme est d'augmenter le nombre

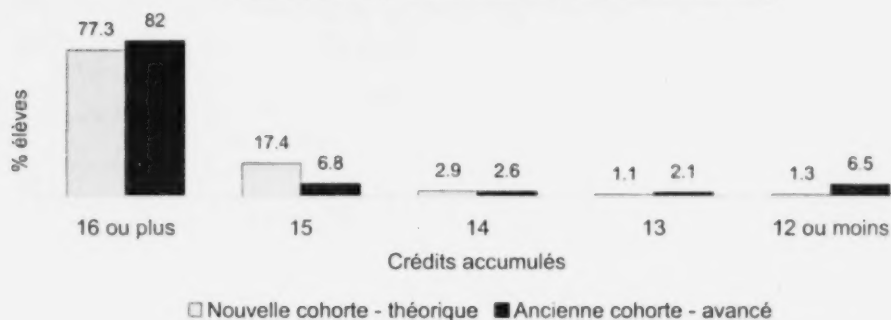
d'élèves qui réussissent à obtenir le DESO. L'élève doit maintenant obtenir un minimum de 30 crédits, dont 18 sont obligatoires, pour décrocher le DESO. Un déficit dans l'accumulation de crédits signifie que l'élève doit suivre et réussir un cours d'été, ajouter un cours à son horaire de l'année suivante si cela est possible ou repousser l'année de l'obtention du DESO. Il est fort probable qu'un élève qui accuse un retard important dans l'accumulation de ses crédits se démotive et en arrive à laisser tomber l'école.

La présentation des données concernant la première nouvelle cohorte et l'ancienne sera suivie par la comparaison entre les deux nouvelles cohortes. Quelques distinctions entre les cohortes francophones et anglophones seront finalement soulevées.

i. Comparaison entre la nouvelle cohorte et l'ancienne cohorte

La figure 68 présente l'accumulation de crédits chez les élèves de type théorique/avancé après deux années d'étude.

Figure 68: Crédits accumulés par les élèves de type théorique et avancé après deux années d'études secondaires (1^e nouvelle et ancienne cohorte)

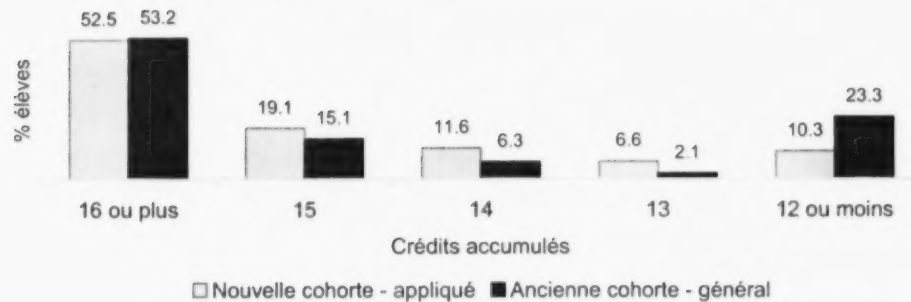


Nous remarquons que moins d'élèves de la nouvelle cohorte (par 4,7%) obtiennent tous leurs crédits après deux ans d'études. Par contre, plus d'élèves de l'ancienne cohorte ont échoué 3 ou 4 cours (8,6%, versus 2,4% chez la nouvelle cohorte.) Si l'on tient compte du nombre d'élèves qui ont obtenu 15 ou 16 (ou plus) crédits, c'est-à-dire qui n'ont pas échoué

plus d'un cours lors des deux dernières années, on compte plus d'élèves de la nouvelle cohorte (94,7%) dans cette catégorie que d'élèves de l'ancienne cohorte (88,8%). Nous remarquons que chez les élèves de l'ancienne cohorte, soit que l'élève parvenait à réussir tous ses cours, soit qu'il en échouait plusieurs.

Du côté des cours de type appliqué/général, nous remarquons encore plusieurs problèmes avec le taux d'échecs. La moitié seulement des élèves des deux cohortes réussissent à obtenir tous leurs crédits (n'échouent pas de cours) après deux années d'études au secondaire. Notons cependant une amélioration importante du fait que moins d'élèves de la nouvelle cohorte ont échoué quatre cours ou plus. Il y a 23,3 % des élèves de l'ancienne cohorte, ce qui veut dire un élève sur cinq, qui n'a accumulé que 12 crédits ou moins lorsqu'ils entament la 11^e année. Ces jeunes se trouvent à devoir reprendre au moins quatre cours, ce qui représente un semestre d'étude. Le nouveau programme semble avoir amélioré cette situation car un élève de la nouvelle cohorte sur dix, se trouve dans cette situation. Un retard semblable n'est sûrement pas bon pour la motivation des jeunes. Il est à espérer que le fait de réussir à obtenir plus de crédits que par le passé encourage les jeunes de la filière collégiale à compléter les études secondaires. Quoique ceci soit une grande différence positive, il ne faut pas oublier que plus de la moitié des élèves qui suivent ce type de cours échoue au moins un cours. Chez la nouvelle cohorte, au moins, l'élève semble échouer moins de cours au total.

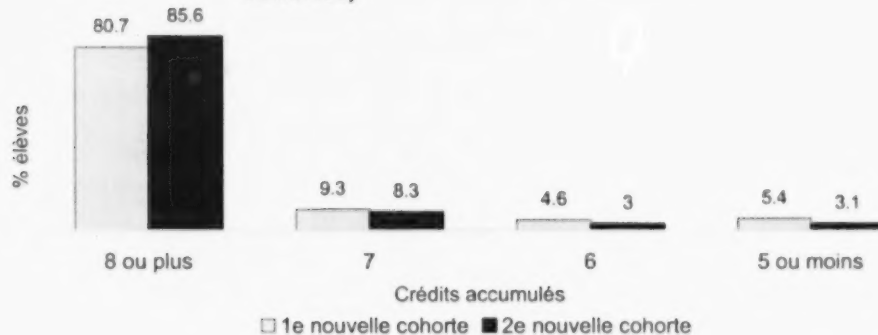
Figure 69: Crédits accumulés par les élèves de type appliqué et général après deux années d'études secondaires (nouvelle et ancienne cohortes)



ii. Comparaison entre les deux nouvelles cohortes après une année d'étude

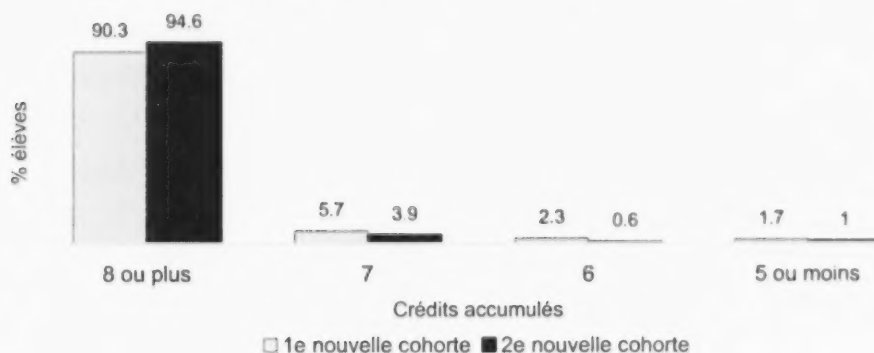
La comparaison de l'accumulation de crédits des deux nouvelles cohortes nous indique si les tendances notées plus haut se maintiennent, s'améliorent ou se détériorent. La figure 70 montre clairement que les élèves de la 2^e nouvelle cohorte font meilleure figure que leurs collègues de la première nouvelle cohorte. Plus d'élèves de la 2^e nouvelle cohorte obtiennent tous leurs crédits et moins en échouent trois ou plus que les élèves de la première nouvelle cohorte. Il semble donc que la mise en œuvre du nouveau programme permet aux élèves d'accumuler plus aisément les crédits nécessaires à l'obtention du DESO que par le passé.

Figure 70: Crédits accumulés par tous les élèves après une année d'études secondaires (1e et 2e nouvelles cohortes)



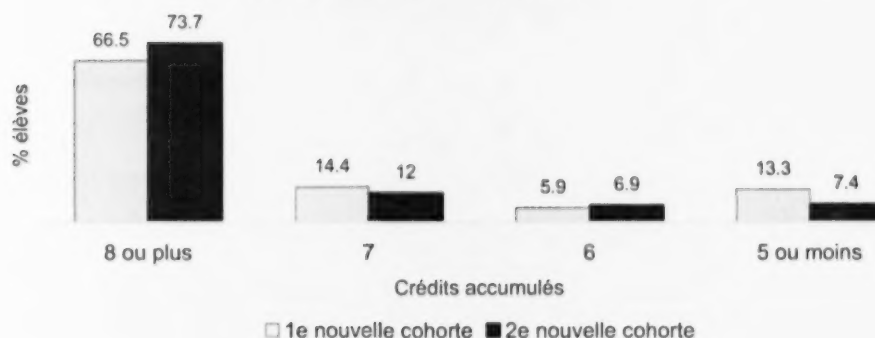
Le profil des élèves de type théorique en 9^e année est excellent et il s'améliore entre la 1^e et la 2^e nouvelle cohorte. Comment expliquer la baisse du nombre de crédits réussis après deux années au secondaire (voir figure 69)? Il se peut que l'explication réside tout simplement dans l'adaptation du corps professoral aux particularités de la mise en œuvre d'un nouveau programme. Il sera important de vérifier cette hypothèse l'an prochain en examinant l'accumulation de crédits de la 2^e nouvelle cohorte après la 10^e et l'accumulation de crédits de la première nouvelle cohorte à la fin de leur 11^e année.

Figure 71: Crédits accumulés par les élèves de type théorique (1e et 2e nouvelles cohortes)



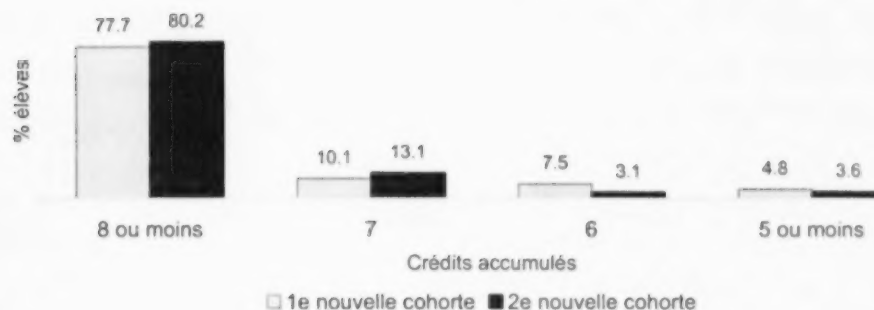
La figure 72 souligne, chez les élèves qui suivent les cours de type appliqué, une tendance semblable à la tendance observée chez les élèves de type théorique. La 2^e nouvelle cohorte a mieux réussi que la 1^{ère} nouvelle cohorte – moins d'échecs au total, et certainement plus de cours réussis. Les jeunes de la filière collégiale sont malheureusement toujours moins nombreux que les élèves de la filière universitaire à obtenir tous leurs crédits.

Figure 72: Crédits accumulés par les élèves de type appliqué (1e et 2e nouvelles cohortes)



La figure 73 présente les crédits accumulés par les élèves inscrits au cours « M », les cours de type théorique/appliqué. Ces cours peuvent servir aux élèves qui se dirigent vers certains programmes universitaires et des programmes collégiaux. Il est fort intéressant de noter que ce profil se situe entre le profil des élèves de type théorique et celui des élèves de type appliqué. Ces jeunes font mieux que les jeunes de la filière collégiale et moins bien que les élèves de la filière universitaire. Peut-on penser que ce type de cours attirent les élèves des deux autres types de cours et pas seulement des élèves d'un seul type? Ou, est-ce que ces jeunes possèdent des caractéristiques qui leur sont propres? Il serait intéressant de chercher à décrire ces élèves dans le cadre de la phase trois de la recherche.

Figure 73: Crédits accumulés par les élèves de type théorique/appliqué (1e et 2e nouvelles cohortes)



Les profils d'accumulation de crédits des cohortes francophones et des cohortes anglophones se ressemblent à plusieurs égards. Par contre nous devons souligner que les élèves francophones s'en tirent mieux que leurs collègues de langue anglaise. Ceci est important à dire car l'un des soucis majeur soulever dans le cadre des groupes de discussion était la quasi-certitude qu'avec la mise en œuvre du nouveau programme, les élèves francophones réussissent moins bien que les élèves anglophones.

La comparaison entre les jeunes de l'ancienne cohorte et les élèves de la première nouvelle cohorte, souligne une diminution du nombre d'élèves qui obtiennent tous leurs crédits après deux années d'étude et une augmentation du nombre de jeunes qui accusent un déficit de un à trois crédits. Remarquons que les résultats sont légèrement meilleurs du côté des écoles de langue française. Une différence importante se situe au niveau des élèves de type général/appliqué. Les francophones font meilleure figure : seulement 35,6% des élèves anglophones de la première nouvelle cohorte obtiennent 16 crédits ou plus, ce qui représente une diminution de 21,8% alors que chez les francophones, 52,5% des élèves de la première nouvelle cohorte obtiennent 16 crédits ou plus comparativement à 53,2% pour les élèves de l'ancienne cohorte ; il y a une diminution de 10% du nombre d'élèves francophones qui ne

réussissent qu'à accumuler 12 crédits ou moins alors que nous notons une augmentation de 10,5% chez les anglophones.

La situation semble s'améliorer chez les deux groupes linguistiques lorsque nous analysons l'accumulation de crédits après la première année du secondaire chez les élèves des deux nouvelles cohortes. Le pourcentage d'élèves francophones qui obtiennent huit crédits ou plus passe de 80,7% à 85,6% alors que du côté anglophone alors que ce pourcentage passe de 73,2% à 77,1%. Nous remarquons des distinctions semblables entre les élèves de type théoriques et de type appliqué en fonction des groupes linguistiques. Comme pour le cas des élèves de type général/appliqué, nous voyons que chez les élèves francophones de type appliqué des deux nouvelles cohortes un meilleur dossier d'accumulation de crédits que les élèves anglophones. Le pourcentage d'élèves francophones qui obtiennent huit crédits ou plus passe de 66,5% à 73,7% alors que du côté anglophone alors que ce pourcentage passe de 55,5% à 56,9%. Dix-huit pourcent des élèves anglophones de la première cohorte et 16,6% d'entre eux n'obtiennent que 5 crédits ou moins alors que 13,3% des élèves de la première nouvelle cohorte francophone et 7,5% des élèves de la 2^e nouvelle cohorte font de même.

La perte de crédits est relativement élevée, surtout chez les élèves de type appliqué et général, ce qui représente un problème important pour l'obtention du DESO. Cette difficulté est beaucoup plus aiguë dans les écoles de langue anglaise.

e. Facteurs influençant le rendement scolaire

i. Cours d'été

Les élèves des trois cohortes qui suivent des cours d'été ne sont pas nombreux, un élève sur dix s'y inscrit. Un élève sur dix a obtenu des crédits par le biais des cours d'été. Les raisons pour lesquelles les élèves

suivent ces cours sont nombreuses, mais la grande majorité les suivent pour reprendre un cours échoué (figure 74 ; tableaux C33 à C38 à l'annexe C). Si l'on se réfère aux résultats scolaires décrits plus haut, nous remarquons que le taux d'échecs dans certains domaines est assez élevé.

Figure 74: Nombre d'élèves suivant des cours d'été l'an passé et qui ont obtenu des crédits dans le cadre de cours d'été lors de leurs études (nouvelles cohortes, ancienne cohorte)

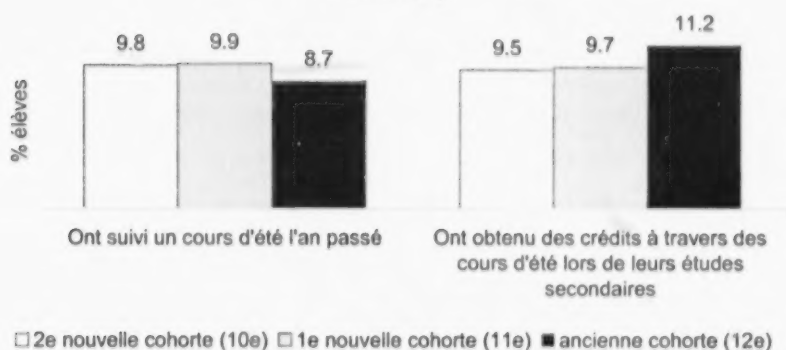
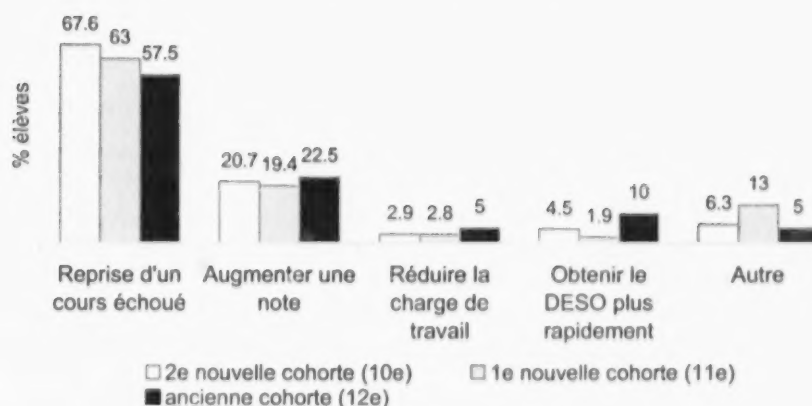


Figure 75: Raisons données pour avoir choisi de suivre un cours d'été l'an dernier (nouvelles cohortes, ancienne cohorte)



Comme nous l'avons souligné plus haut, la raison pour laquelle la majorité des élèves de toutes les cohortes suivent des cours d'été est pour

reprendre un cours échoué (figure 75 ; tableaux C39 à C41 à l'annexe C). Il faut noter qu'environ 20% des élèves des trois cohortes suivent des cours d'été pour augmenter une note. Nous voyons peut-être ici les effets de la publicité au sujet de la problématique de la double cohorte sur les admissions aux institutions post-secondaires et le reflet de la crainte des élèves de voir les bourses d'étude s'envoler rapidement. Cette interprétation semble se confirmer lors des entrevues et des groupes de discussion. Peu d'élèves des deux nouvelles cohortes suivent ces cours pour réduire leur charge de travail, mais ceci pourra peut-être changer au cours des années à venir. Les élèves de l'ancienne cohorte (10%) suivaient des cours d'été pour terminer leurs études secondaires plus rapidement alors que ce n'est le cas que de 4,5% des élèves de la 2^e nouvelle cohorte et de 1,9% des élèves 1^{ière} nouvelle cohorte.

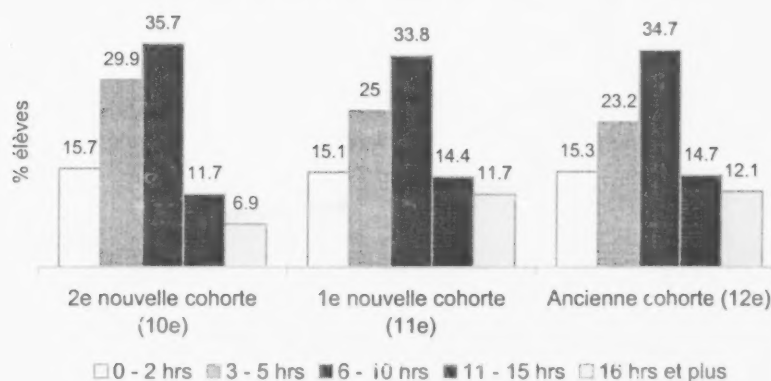
ii. Devoirs

Nous pouvons nous demander si la mise en œuvre du nouveau programme influence le temps consacré aux devoirs par les élèves. La figure 76 présente le nombre d'heures hebdomadaires passées à faire des devoirs par les élèves des trois cohortes selon leur année d'étude (tableaux C42 à C44 à l'annexe C). Il semble y avoir très peu de différence entre les cohortes. Les distributions sont presque identiques. Nous notons toutefois qu'il y a moins d'élèves de 10^e année qui passent entre 11 et 15 heures et plus de 16 heures par semaine à faire des devoirs que les élèves de 11^e et de 12^e années. Les élèves de 10^e année sont aussi légèrement plus nombreux que les élèves de 11^e année et de 12^e année à consacrer entre trois et cinq heures par semaine à cette tâche.

La majorité des élèves des trois cohortes (près de 60% d'entre eux) consacrent entre trois et dix heures par semaine aux devoirs. Les élèves font donc entre une heure et deux heures de devoir par jour peut importe

leur année d'étude. Une plus grande proportion d'élèves, de 11^e année et de 12^e année, consacre entre 10 et 15 heures ou 16 heures et plus de devoir par semaine comparativement aux élèves de 10^e année. Il est normal plusieurs jeunes de 11^e et de 12^e passent plus de temps à étudier que les élèves de 10^e année. Nous ne remarquons pas à ce chapitre de grandes différences entre les élèves du nouveau programme et ceux de l'ancienne cohorte. Ce n'est pourtant pas ce que nous avons constaté lors des entrevues et des groupes de discussion. Les jeunes de la première nouvelle cohorte se disent contraint à consacrer beaucoup plus de temps aux devoirs que les élèves de l'ancienne cohorte car disent-ils « on a ben plus de matière à couvrir qu'eux autres dans un cours ». L'explication de cette différence entre les résultats du questionnaire et les propos des groupes discussion n'est pas claire. Notons que cette perception d'une charge plus lourde de devoir est le fait des élèves de la filière préuniversitaire et que ces derniers consacraient « plus de temps aux devoirs » afin de s'assurer d'avoir des notes aussi élevées que leurs collègues de l'ancienne cohorte. Les jeunes de la filière précollégiale disaient, lors des groupes de discussion, ne pas consacrer plus de temps aux devoirs que les élèves de l'ancienne cohorte.

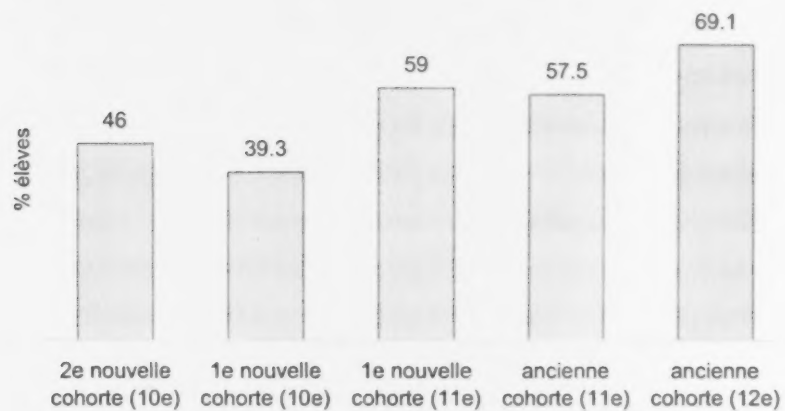
Figure 76: Heures, par semaine, passées à compléter des devoirs (nouvelles cohortes, ancienne cohorte, selon leur année d'étude)



iii. Emplois à temps partiel

La majorité des élèves franco-ontariens de 16 ans et plus travaillent à temps partiel (figure 77 ; tableaux C45 à C47 à l'annexe C). Ceci a le potentiel d'affecter leur rendement scolaire et à tout le moins le niveau de stress avec lequel ils doivent composer à chaque jour. Ce phénomène explique peut-être pourquoi plusieurs élèves se disent être fatigués et angoissés. Les élèves de la première nouvelle cohorte ont souligné ce problème dans le cadre des groupes de discussion. Ils se disent tendus et fatigués par le travail à temps partiel, le temps consacré aux devoirs et les journées d'école. Chez l'ancienne cohorte, 69,1% des élèves travaillent à temps partiel – nous remarquons une augmentation de près de 12% entre l'année passée et cette année dans cette cohorte. Les raisons invoquées lors des groupes de discussion sont fort simples : ils ont maintenant tous 16 ans ; un revenu même modeste leur assure plus d'autonomie ; ils veulent mettre de l'argent de côté car les études post-secondaires approchent avec les coûts qui s'y rattachent. Nous remarquons aussi qu'une proportion plus grande d'élèves de la deuxième nouvelle cohorte travaille à temps partiel comparativement aux élèves de la première nouvelle cohorte lorsque ces derniers étaient en 10^e année. Tout près de 60% des élèves de la première nouvelle cohorte et de l'ancienne cohorte indique détenir un emploi à temps partiel lorsqu'ils sont en 11^e année.

Figure 77: Pourcentage des élèves qui travaillent à temps partiel

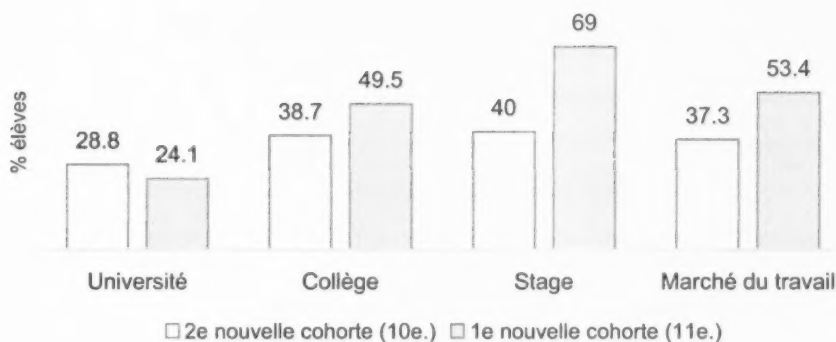


5. Expériences École-Travail

a. Éducation coopérative

La perception de l'éducation coopérative semble avoir changée au cours des dernières années. Autrefois, l'éducation coopérative semblait cibler surtout les élèves qui désiraient entrer directement sur le marché du travail (ou en stage de formation) à la suite de leurs études secondaires. Cette image a beaucoup changé. En effet, de plus en plus d'élèves se dirigeant vers des études post-secondaires suivent des cours d'éducation coopératives (avec stage) (figure 78 ; tableaux C48 à C49 à l'annexe C).

Figure 78: Élèves qui suivent ou planifient de suivre un cours d'éducation coopérative en 11e ou 12e année, selon leurs aspirations post-secondaires (1e et 2e nouvelles cohortes)

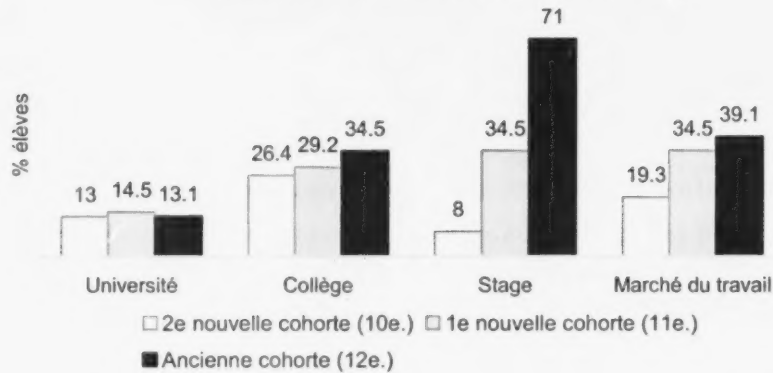


Chez les deux nouvelles cohortes, 24,1% et 28,8% (1^e et 2^e nouvelles cohortes, respectivement) des élèves de la filière universitaire, planifie suivre un cours d'éducation coopérative en 11^e ou 12^e année. Près de la moitié des élèves qui se dirigent vers le collège (1^{ière} nouvelle cohorte) désire faire un stage d'éducation coopérative. L'intention de se diriger vers le marché du travail semble pousser les élèves à désirer prendre un cours « Coop ». L'éducation coopérative semble intéresser beaucoup plus les élèves de la première nouvelle

cohorte. Il s'agit peut-être ici seulement d'une question d'âge et de plans qui se précisent.

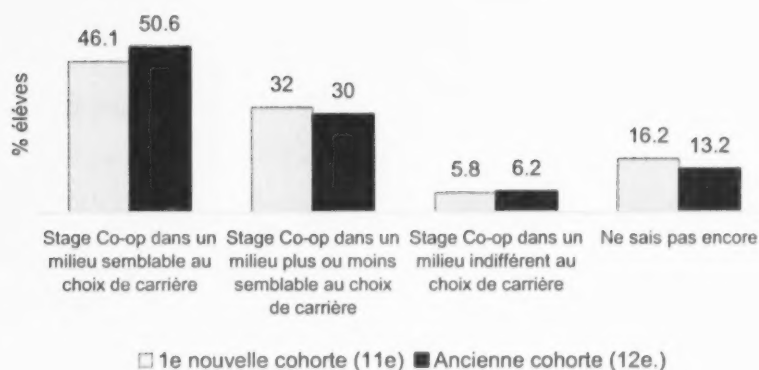
Si l'on compare les trois cohortes, au niveau du nombre d'élèves qui ont suivi, jusqu'à date dans leurs études, un cours d'éducation coopérative, nous remarquons l'importance de ce programme chez les élèves qui veulent faire un stage d'apprentissage après leurs études secondaires (figure 79 ; tableaux C50 à C52 à l'annexe C). Il est normal que le nombre d'élèves de la deuxième nouvelle cohorte aillant suivi un cours d'éducation coopérative soit beaucoup plus faible – ces cours s'offrent surtout au niveau de la 11^e et 12^e année, et ces élèves ne sont qu'en 10^e année pour l'instant. Ceci étant mentionné, il est intéressant à remarquer que le pourcentage d'élèves qui se dirigent vers les études universitaires est semblable pour les trois cohortes. Notons une légère hausse entre la 2^e nouvelle cohorte et la 1^{ière} nouvelle cohorte. Puisque les élèves de la 2^e nouvelle cohorte ont encore deux ans pour s'inscrire à ce programme, l'on peut penser que plusieurs d'entre eux s'y inscriront dans les années à venir. Si cette tendance se matérialise, de plus en plus d'élèves se dirigeant vers les études post-secondaires universitaires et collégiales suivront un cours d'éducation coopérative.

Figure 79: Élèves ayant suivi un cours d'éducation coopérative cette année, selon leurs aspirations post-secondaires (1e et 2e nouvelles cohortes, ancienne cohorte)



Pour quelle raison l'élève se dirigeant vers l'université ou le collège voudrait-il s'inscrire à ce type de cours? Il est fort probable que, avec le nouveau programme de 4 ans pour l'obtention du DESO, les nouvelles pressions et l'accent placé sur le choix de carrière de plus en plus tôt dans leur vie scolaire, les élèves veulent déterminer, à l'aide d'expérience pratique, si leur choix de carrière est le bon choix pour eux (figure 80; voir tableaux C53 à C54 à l'annexe C). Les élèves participant aux groupes de discussion et les orienteurs ont insisté pour dire que choisir un cours d'éducation coopérative permet à l'élève de vérifier si la réalité d'un métier ou d'une carrière convoitée, correspond à l'image qu'ils en ont. Les élèves ont souligné aussi l'importance de vivre cette expérience avant de déboursier plusieurs milliers de dollars pour leur éducation post-secondaire, question de s'assurer qu'ils se dirigent dans la direction qui les intéresse.

Figure 80: Relation entre le cours d'éducation coopérative (choix du stage) et le choix de carrière de l'élève (% oui, 1e nouvelle cohorte, ancienne cohorte)

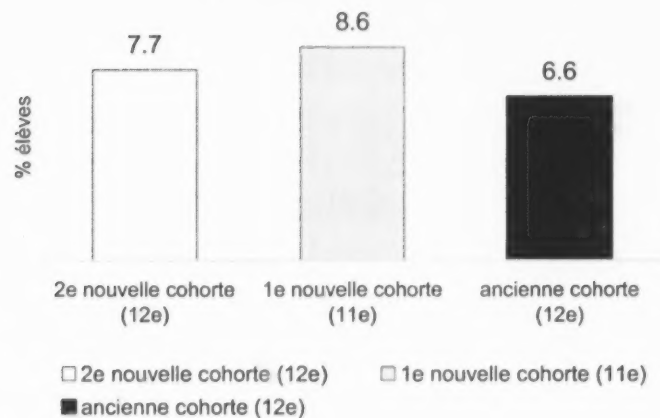


La figure 80 démontre que près de trois élèves sur quatre des deux nouvelles cohortes fait le stage d'éducation coopérative dans un milieu semblable ou plus ou moins semblable au milieu qui les intéresse comme carrière. Il semble assez clair que les élèves désirent vivre leur stage dans un milieu qui se rapproche le plus possible du milieu au sein duquel ils aimeraient commencer une carrière.

b. PAJO (Programme d'apprentissage pour les jeunes de l'Ontario)

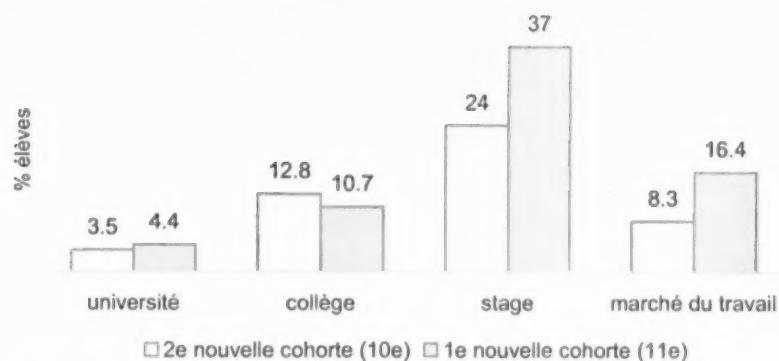
Le PAJO ne semble pas attirer autant d'élèves que les programmes d'éducation coopérative. Moins de 10% des élèves des trois cohortes planifient obtenir des crédits par le biais du PAJO au cours de leurs études secondaires (figure 81 ; tableaux C55 à C57 à l'annexe C).

Figure 81: Élèves ayant obtenu ou planifiant obtenir des crédits par l'entremise du PAJO au cours de leurs études secondaires (1e et 2e nouvelles cohortes, ancienne cohorte)



Chez les élèves des deux nouvelles cohortes, le PAJO semble surtout intéresser les élèves qui se dirigent vers des stages d'apprentissage après leurs études secondaires (figure 82 ; tableaux C58 à C59 à l'annexe C). On remarque par contre que malgré tout, les programmes d'éducation coopérative attirent beaucoup plus d'élèves de tous les types et de toutes aspirations post-secondaires. La deuxième nouvelle cohorte semble encore moins intéressée par ce programme que les élèves de la première nouvelle cohorte.

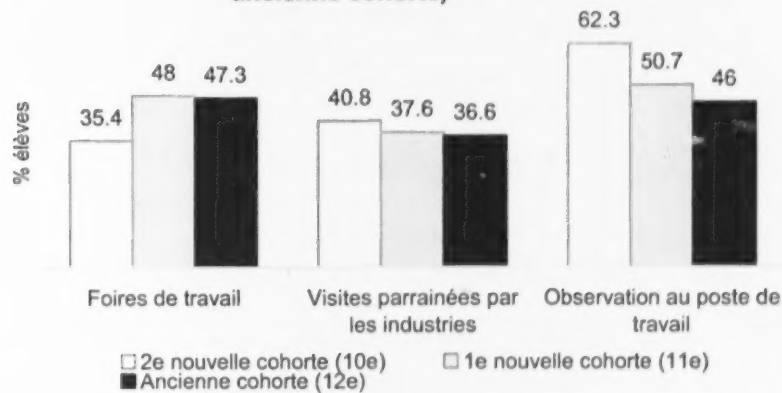
Figure 82: Élèves ayant obtenu ou planifiant obtenir des crédits par l'entremise du PAJO en 11e ou 12e année (1e et 2e nouvelles cohortes, selon leurs aspirations post-secondaires)



c. Autres expériences reliées au marché du travail

De plus en plus, les élèves du secondaire sont exposés à une gamme d'activités reliées au choix de carrière. Dès le début de leurs études secondaires, ils participent à des foires de travail, des visites parrainées par certaines industries, et à des stages d'observation au poste de travail. La figure 83 indique que près de la moitié des élèves recensés cette année ont déjà participé à l'une ou l'autre (ou plusieurs) de ces activités (tableaux C60 à C68 à l'annexe C). Chez les élèves des nouvelles cohortes, on peut s'attendre à une augmentation de ces pourcentages au cours des deux années à venir.

Figure 83: Participation aux événements reliés au marché du travail et aux choix de carrières (1e et 2e nouvelles cohortes, ancienne cohorte)



d. Bénévolat et aide à la communauté

Le programme de bénévolat et de service communautaire est maintenant obligatoire en Ontario. Les élèves doivent compléter 40 heures de travail bénévole à l'extérieur des heures de classe. Ces heures doivent être complétées avant la fin du secondaire. Le tableau 26 présente les heures complétées en fonction de la première nouvelle cohorte et de la 2^e nouvelle cohorte à la fin de la 10^e année et de la première nouvelle cohorte à la fin de la 11^e année (tableaux C69 à C70 à l'annexe C). Il n'y a pas beaucoup de différences entre les heures accumulées par les élèves des deux nouvelles cohortes lorsque les deux cohortes étaient en 10^e année. Les élèves de la 2^e nouvelle cohorte commencent plus tôt leurs heures de bénévolats que les élèves de la première nouvelle cohorte. En effet, 40,2% des élèves de la première nouvelle cohorte n'avaient pas encore fait de bénévolat à la fin de la 10^e année comparativement à 32% des élèves de la 2^e nouvelle cohorte. De même, 25,9% des élèves de la 2^e nouvelle cohorte ont terminé les heures de bénévolat alors que 22,9% des élèves de la première nouvelle cohorte ont terminé les heures nécessaires. À la fin de la 11^e année, 41,4% des élèves de la 1^{ère} nouvelle cohorte ont complété 40 heures de bénévolat. Ceci signifie que 60% des élèves devront faire quelques heures de bénévolat ou de service communautaire au cours de leur

12^e année. Et 24% d'entre eux doivent faire les 40 heures au cours de leur dernière année du secondaire.

Tableau 26: Bénévolat et service communautaire – heures complétées (% d'élèves)

Heures	2 ^e nouvelle cohorte (10 ^e)	1 ^e nouvelle cohorte (10 ^e)	1 ^e nouvelle cohorte (11 ^e)
0	32	40,2	22,3
1-3	2,1	2,1	1,8
4-10	10,7	9,9	6,9
11-20	14,8	11,7	10,4
21-30	10,1	8,3	9,8
31-39	4,5	4,8	7,4
40 +	25,9	22,9	41,4

6. Nombre d'années envisagées pour compléter les études secondaires et congé d'études

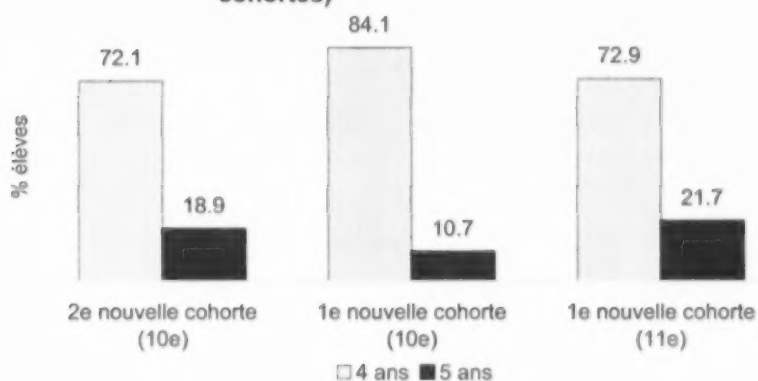
Cette section présente le temps que les élèves comptent prendre pour terminer leurs études secondaires. Nous avons comparé les estimations des élèves des deux nouvelles cohortes afin de voir comment ces jeunes qui vivent le nouveau programme envisage cette question. Nous présentons ensuite le temps que comptent prendre les élèves de la première nouvelle cohorte et de l'ancienne cohorte en fonction de leur choix d'études post-secondaire.

a. Années envisagées pour l'obtention du DESO

Les élèves des deux nouvelles cohortes, en grande majorité, envisagent compléter leurs études secondaires en 4 ans comme le prévoit le nouveau programme. Il faut souligner que plusieurs élèves de la première nouvelle cohorte ont réajusté leur prévision entre la 10^e année et la 11^e année. En effet, le nombre d'élèves qui se rendent compte qu'il leur faudra un an de plus à pratiquement doublé, le pourcentage passe de 10,7% à 21,7%, soit une augmentation de 11%. Ce « réajustement » s'explique peut-être par le taux d'échec de certains cours, ce qui se confirme par les commentaires tirés des groupes de discussion et des entrevues avec les enseignants et les orienteurs. Les élèves de la deuxième nouvelle cohorte semblent peut-être plus

réalistes : 18,97% d'entre eux, en 10^e année, estime qu'ils auront probablement besoin de 5 ans pour compléter le DESO (figure 84 ; tableaux D74 à l'annexe D, Phase 1, et tableaux C71 à C72 à l'annexe C).

Figure 84: Estimation du temps nécessaire à l'obtention du DESO, selon les élèves de 10^e et de 11^e année (1^e et 2^e nouvelles cohortes)



À la figure 85, nous comparons le temps prévu pour obtenir le DESO par les élèves, de la 1^{ère} nouvelle cohorte et de l'ancienne cohorte, qui se dirigent vers le collège (tableaux C73 à C74 à l'annexe C). Les élèves de l'ancienne cohorte n'ont pas à suivre les cours CPO pour se diriger au collège, ce qui rend possible de compléter leurs études secondaires en quatre ans. Plusieurs élèves de l'ancienne cohorte comptent terminer leurs études en quatre (62,8%), mais remarquons cependant que 31,5% d'entre eux estiment qu'il leur faudra cinq ans. Chez les élèves de la première nouvelle cohorte, 23,1% d'entre eux comptent prendre cinq ans pour compléter leurs études.

Figure 85: Estimation du temps nécessaire pour l'obtention du DESO selon les élèves qui planifient faire des études collégiales (1e nouvelle cohorte, ancienne cohorte)

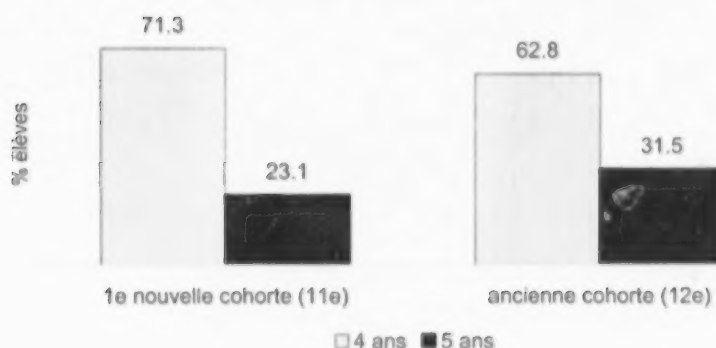
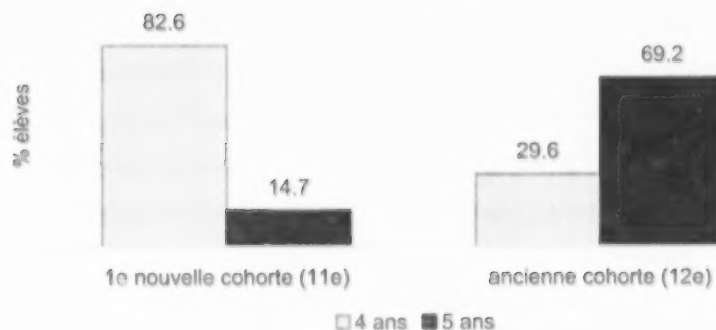


Figure 86: Estimation du temps nécessaire pour l'obtention du DESO selon les élèves qui planifient faire des études universitaires (1e nouvelle cohorte, ancienne cohorte)



Du côté des élèves qui se dirigent vers l'université, nous remarquons que 14,7% des élèves de la première nouvelle cohorte comptent prendre cinq ans pour compléter leurs études secondaires (figure 86 ; tableaux C73 à C74 à l'annexe C). Chez les élèves de l'ancienne cohorte, 69,2% d'entre eux croient prendre les cinq ans prévus pour compléter leur DESO, tandis que 29,6% tenteront de terminer leurs études une année plus tôt.

Les élèves de la première nouvelle cohorte et de l'ancienne cohorte ont clairement indiqué lors des groupes de discussion, que leur inquiétude face aux places disponibles dans les institutions post-secondaires influençait leur estimation du temps nécessaire pour terminer les études au secondaire. Ils se disent préoccupés par le nombre de places disponibles malgré les assurances des institutions qu'il n'y aura pas de problème. Plusieurs jeunes souhaiteraient terminer le secondaire une année plus tôt ou une année plus tard, question d'éviter « la foule de monde dans les cours et les programmes ». D'autres élèves trouvent que ceci ne changera rien car : « de toute façon, y va falloir faire notre temps...il y aura toujours trop de monde sur le campus du collège ou de l'université pendant tout le temps de nos études. »

b. Élèves qui comptent prendre une année de congé entre le secondaire et les études post-secondaires

Les élèves des nouvelles cohortes comptent de plus en plus prendre une année de congé entre leurs études post-secondaires et leurs études secondaires. Chez les élèves qui se dirigent vers le collège, 20,4% d'entre eux désirent prendre un congé entre le secondaire et le collège, contrairement à 11,8% chez l'ancienne cohorte (figure 87 ; tableaux C75 à C76 à l'annexe C).

**Figure 87: Élèves qui se dirigent vers le collège et qui désirent prendre un congé avant leurs études collégiales
(1e nouvelle cohorte, ancienne cohorte.)**



Chez les élèves qui se dirigent vers les études universitaires, les élèves de la nouvelle cohorte (1^{ière} nouvelle cohorte) semblent plus portés à prendre un congé entre leurs études secondaires et études universitaires (5,8%, contrairement à 1,7% chez l'ancienne cohorte), (figure 88 ; tableaux C75 à C76 à l'annexe C).

Figure 88: Élèves qui se dirigent vers l'université qui désirent prendre un congé avant leurs études universitaires (1^{ère} nouvelle cohorte, ancienne cohorte)

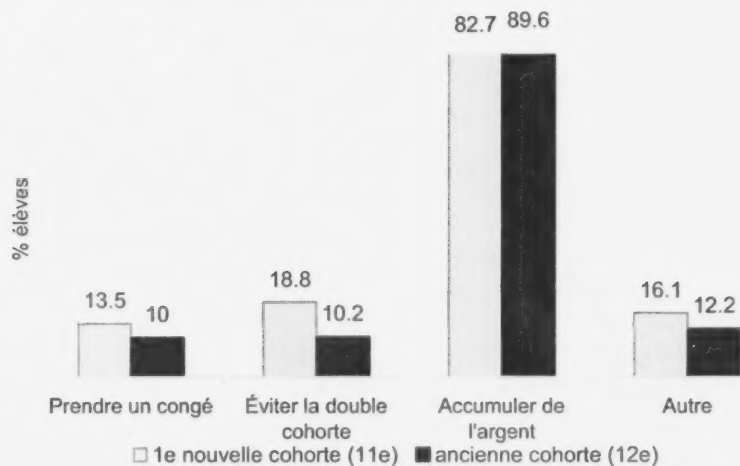


i. Élèves se dirigeant vers les études collégiales

Quelles raisons poussent les élèves du secondaire d'envisager de prendre une année de congé entre leurs études secondaires et leurs études post-secondaires (figure 89)? Les raisons sont nombreuses, mais la majorité d'entre eux travailleront pour s'accumuler de l'argent – probablement pour payer leurs frais de scolarité et de logement lors de leurs études collégiales (89,6% chez l'ancienne cohorte, 82,9 chez la 1^{ière} nouvelle cohorte). Avec un an de moins pour s'accumuler un fond pour leurs études, les élèves des nouvelles cohortes seront peut-être plus portés à prendre un an entre leurs études pour pouvoir ensuite se permettre d'étudier. Il sera intéressant de voir si cette tendance va se maintenir. Il faut noter aussi que 18,8% des élèves de la 1^{ière} nouvelle cohorte qui comptent prendre un congé entre leurs études secondaires et

collégiales essayent d'éviter la double cohorte. De plus, 13,5% d'entre eux désirent tout simplement prendre un congé des études (tableaux C77 à C84 à l'annexe C).

Figure 89: Raisons pour lesquelles les élèves comptent prendre un congé avant études collégiales (1e nouvelle cohorte, ancienne cohorte)

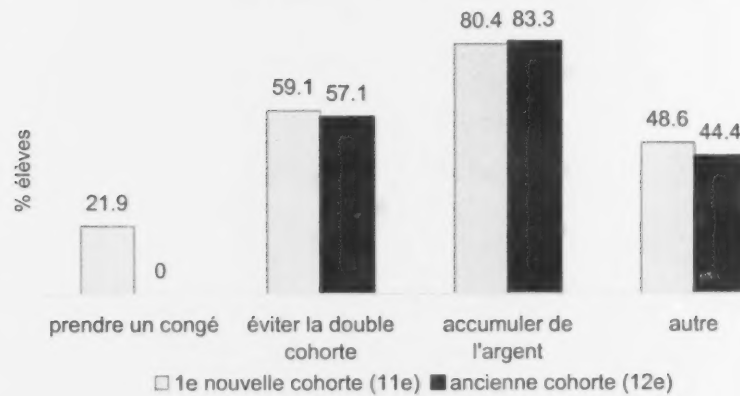


ii. Élèves se dirigeant vers des études universitaires

Les raisons exprimées par les élèves se dirigeant vers les universités sont particulièrement intéressantes (figure 90 ; tableaux C77 à C84 à l'annexe C). Tout comme leurs confrères et consœurs qui se dirigent vers les études collégiales, les élèves qui comptent faire des études universitaires désirent s'accumuler de l'argent – fort probablement encore pour pouvoir se permettre d'étudier. Par contre, il est très intéressant de noter que chez ces élèves, plus de la moitié (59,1% chez la nouvelle cohorte, 57,1% chez l'ancienne cohorte) veulent éviter la double cohorte. Il semble que la question de la double cohorte préoccupe beaucoup plus les élèves de la filière préuniversitaire que les élèves de la filière précollégiale. Il est étonnant de constater que près d'un élève de la première nouvelle cohorte sur cinq envisage de prendre un congé pour le congé lui-même alors

qu'aucun des élèves de l'ancienne cohorte n'invoque cette raison. Qu'est ce qui explique cette différence de près de 20%?

Figure 90: Raisons pour lesquelles les élèves comptent prendre un congé avant leurs études universitaires (1e nouvelle cohorte, ancienne cohorte).



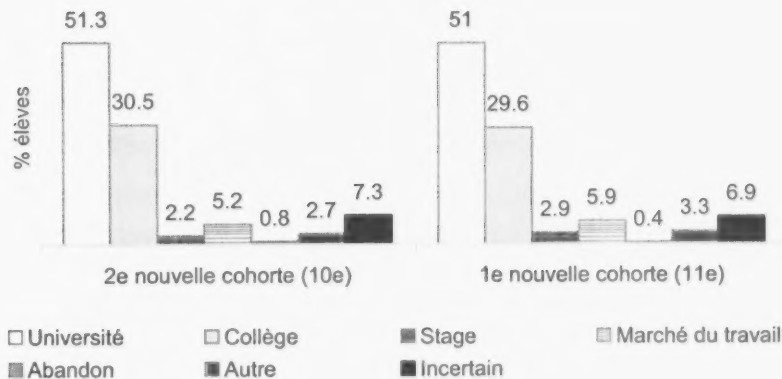
D. Aspirations post-secondaires

1. Aspirations post-secondaires (10^e année)

La figure 91 et le tableau D27 à l'annexe D, Phase 1, et le tableau C85 à l'annexe C, illustrent les résultats des questions posées aux élèves de la 1^e nouvelle cohorte et de la 2^e nouvelle cohorte en ce qui concerne leurs aspirations post-secondaires lors de leur 10^e année de scolarité. Les aspirations de ces élèves, sans tenir compte des types de cours choisis, sont presque identiques. Un peu plus de 50% des élèves de ces deux cohortes désirent poursuivre des études universitaires, et près de 30% des élèves désirent poursuivre des études collégiales. Peu d'élèves planifient, à ce stade de leur formation au secondaire, de faire des stages d'apprentissage (2,9 % 1^e nouvelle cohorte ; 2,2 % 2^e nouvelle cohorte) ou passer directement sur le marché du travail (5,9 % 1^e nouvelle cohorte ; 5,2% 2^e nouvelle cohorte).

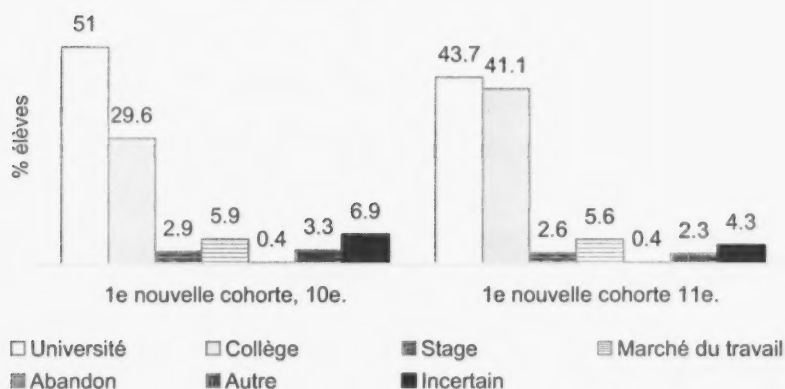
Le nombre d'élèves incertains de leurs destinations post-secondaires est légèrement plus élevé chez les élèves de la 2^e nouvelle cohorte (7,3% ; 6,9% chez la 1^e nouvelle cohorte). Ceci s'explique facilement par la différence d'âge et d'expérience entre les élèves des deux cohortes – les aspirations des élèves de la 1^e cohorte se précisant un peu plus que celles des élèves de la 2^e nouvelle cohorte. Nous avons souligné le même phénomène, et dans des proportions semblables, entre les élèves de la 1^e nouvelle cohorte et ceux de l'ancienne cohorte lors de la phase 1. Comme nous le verrons plus loin, l'incertitude face aux aspirations post-secondaires diminue en fonction du niveau scolaire de l'élève : plus l'élève approche de la fin des études secondaires, moins il est incertain de ce qu'il entend faire après le secondaire.

Figure 91: Aspirations post-secondaires des élèves de 10e année (1e nouvelle cohorte; 2e nouvelle cohorte)



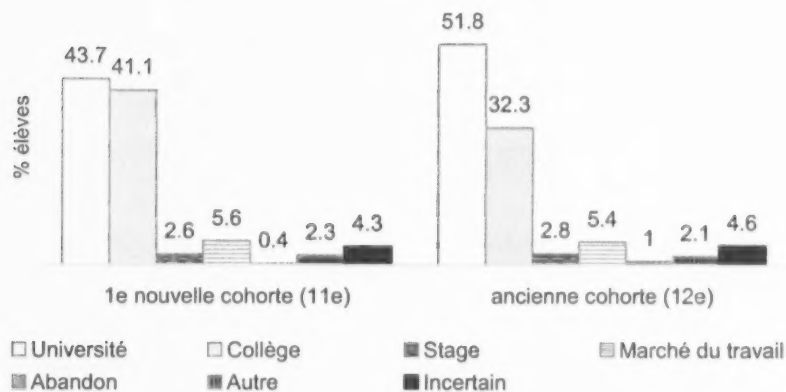
La figure 92 nous permet d'analyser l'évolution des aspirations des élèves la première nouvelle cohorte (tableau D27 à l'annexe D, Phase 1, et tableau C86 à l'annexe C). La section de gauche indique leurs aspirations post-secondaires lorsqu'ils étaient en 10^e année et la section de droite leurs aspirations cette année, en 11^e année. Nous observons une diminution importante de l'aspiration aux études universitaires au profit des études collégiales (de 51% à 43,7% pour les études universitaires et de 29,6% à 41,1% pour les études collégiales). Il est clair que les études collégiales deviennent plus attirantes pour les élèves. Il est difficile d'identifier les raisons précises de ce fait. Il est possible que les résultats scolaires plus faibles en mathématiques et en sciences, la fin d'une période d'incertitude par rapport à l'avenir, ou qu'un choix plus judicieux d'un métier potentiel poussent les élèves à choisir les études collégiales. Les élèves qui étaient incertains de leur parcours post-secondaire l'an dernier semblent, pour leur part, vouloir se diriger vers les études collégiales plutôt que les études universitaires. Il est fort probable d'observer la même tendance l'an prochain chez les élèves de la 2^e nouvelle cohorte.

Figure 92: Aspirations post-secondaires des élèves de la 1^e nouvelle cohorte en 10^e année et en 11^e année.



La figure 93 compare les aspirations post-secondaires en 11^e année des élèves de la 1^e nouvelle cohorte et de l'ancienne cohorte (tableau D28 à l'annexe D, Phase 1, et tableau C86 à l'annexe C). Il est frappant de noter qu'au même moment de leur formation secondaire, les élèves de l'ancienne cohorte privilégiaient le parcours universitaire à 51,8% comparativement aux élèves de la 1^e nouvelle cohorte, qui eux aspirent à 43,7% aux études universitaires. Les études collégiales attiraient 32,3% des élèves de l'ancienne cohorte comparativement à 41,1 % des élèves de la 1^e nouvelle cohorte qui aspirent à ce parcours. Il semble que les jeunes des nouvelles cohortes modifient leurs aspirations post-secondaire une année plus tôt que les élèves de l'ancienne cohorte. Le fait de terminer les études secondaires sans CPO semble provoquer cette tendance. Les élèves doivent faire des choix plus tôt dans le cadre de leur formation au secondaire et ils semblent bien vouloir le faire. L'analyse de la figure 94 ainsi que la comparaison entre les figures 91, 92, 93 et 94 confirment cette tendance.

Figure 93: Aspirations post-secondaires des élèves de 11e année (1e nouvelle cohorte; ancienne cohorte)



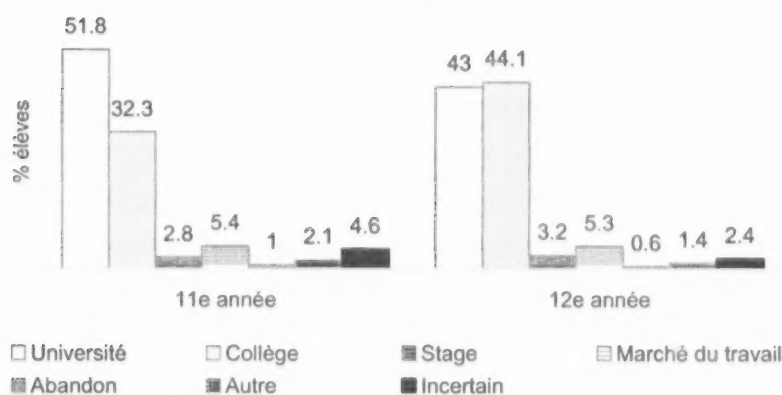
La figure 94 illustre l'évolution des aspirations post-secondaires des élèves de l'ancienne cohorte de l'année dernière (2001) à cette année (2002) (tableau D28 à l'annexe D, Phase 1, et tableau C87 à l'annexe C). L'aspiration aux études universitaires passe de 51,8% à 43 % tandis que le pourcentage d'aspiration aux études collégiales augmente de 32,3 % à 44,1%. Le pourcentage d'élèves indécis diminue presque de moitié pour atteindre 2% seulement des élèves de l'ancienne cohorte.

Le profil des aspirations des élèves de l'ancienne cohorte, noté en 12^e année, ressemble au profil de 11^e année des élèves de la première nouvelle cohorte (voir figure 93) alors que leur profil, relevé en 11^e année, ressemble au profil des élèves de la première et de la 2^e nouvelle cohorte lorsque ces derniers étaient en 10^e année (voir figure 91). Nous constatons que les élèves précisent leurs aspirations post-secondaires plus tôt. Il est fort possible que les cours « d'orientation et les activités portant sur leur profil etc. » expliquent en partie ce phénomène.

Les pourcentages d'élèves qui tendent à opter pour le stage d'apprentissage et le marché du travail après leurs études secondaires, ne varient pas de façon significative. Il nous paraît essentiel, dans un avenir rapproché, de préciser les caractéristiques de ces jeunes et de s'assurer que l'offre de cours et l'encadrement proposé puissent correspondre à leurs besoins.

Il est intéressant à noter que le nombre d'élèves qui songent à abandonner les études secondaires est très faible, moins de 1%, tout au long du secondaire. Il est inquiétant toutefois de constater que malgré le désir de poursuivre les études secondaires et d'aspirer à des activités post-secondaires, une proportion très importante des élèves franco-ontariens décroche et laisse tomber l'école avant l'obtention du DESO. Y aurait-il un malaise, un problème de motivation ou un découragement qui surgit?

Figure 94: Aspirations post-secondaires des élèves de l'ancienne cohorte. (11e année; 12e année)



Les figures 95 et 96 illustrent les aspirations post-secondaires des élèves de 10^e année deux nouvelles cohortes en fonction du type de cours suivi par l'élève (tableau D27 à l'annexe D, Phase 1, et tableau C88 à l'annexe C). Il y a très peu de différences entre les aspirations post-secondaires des élèves des deux cohortes inscrits aux cours théoriques. Ces jeunes désirent clairement se diriger vers les études universitaires : dans une proportion d'un peu plus de 70% chez

les élèves de la première nouvelle cohorte et de 72,9% chez les élèves de la 2^e nouvelle cohorte. Nous pouvons nous attendre à ce genre d'aspiration étant donné que ce type de cours mène aux études universitaires. Les études collégiales attirent peu d'élèves : 15,5% chez les élèves de la première nouvelle cohorte et de 14,4% chez les élèves de la 2^e nouvelle cohorte. Très peu d'entre eux s'intéressent aux stages d'apprentissage ou au monde du travail dès leur sortie de l'école secondaire. Quelques élèves indiquent leur incertitude face à cette question : 6,9% chez les élèves de la première nouvelle cohorte et de 6,2% chez les élèves de la 2^e nouvelle cohorte. Très peu de ces jeunes indiquent une intention d'abandonner les études. Nous pouvons conclure que les aspirations post-secondaires des élèves inscrits aux cours théoriques des deux nouvelles cohortes se ressemblent beaucoup.

Il n'en va pas de même pour les aspirations des élèves inscrits aux cours appliqués. Les données de la figure 96 révèlent en effet des différences importantes entre les deux cohortes. Le nombre d'élèves incertains de leurs destinations post-secondaires est légèrement plus élevé chez les élèves de la 2^e nouvelle cohorte (8,2% ; 7,3% chez l'ancienne cohorte). Ceci peut s'expliquer en partie par la différence d'âge et d'expérience entre les élèves des deux cohortes – les aspirations des élèves de la première nouvelle cohorte se précisant un peu plus que celles des élèves de la 2^e nouvelle cohorte. Nous ne remarquons pas cet écart entre les élèves des deux cohortes qui suivent des cours théoriques. De fait, les élèves des cours théoriques semblent moins incertains de leurs aspirations post-secondaires que leurs confrères des cours appliqués. L'examen de la figure 96 révèle deux différences importantes entre les deux cohortes : les aspirations aux études universitaires et aux études collégiales. Les élèves de la 2^e nouvelle cohorte aspirent aux études collégiales à 65,6% tandis que 57,1% des élèves de la première nouvelle cohorte souhaitent suivre ce parcours. En 10^e année, 10,3% des élèves de la première nouvelle cohorte indiquent le désir de poursuivre des études universitaires malgré le fait que le type de cours choisi ne mène pas à cette destination. Les jeunes de la 2^e nouvelle cohorte semblent plus

réalistes car à peine 2,9% d'entre eux choisissent cette voie. De fait, la différence de 8,5 points de pourcentage entre l'aspiration aux études collégiales des deux cohortes s'explique en grande partie par la différence de 7,4 points de pourcentage entre les aspirations universitaires des deux cohortes. Plusieurs élèves des deux nouvelles cohortes désirent passer directement sur le marché du travail ou faire un stage d'apprentissage (21,5% première nouvelle cohorte ; 20,9% 2^e nouvelle cohorte.)

Figure 95: Aspirations post-secondaires des élèves de 10^e année de type théorique (1^e nouvelle cohorte, 2^e nouvelle cohorte)

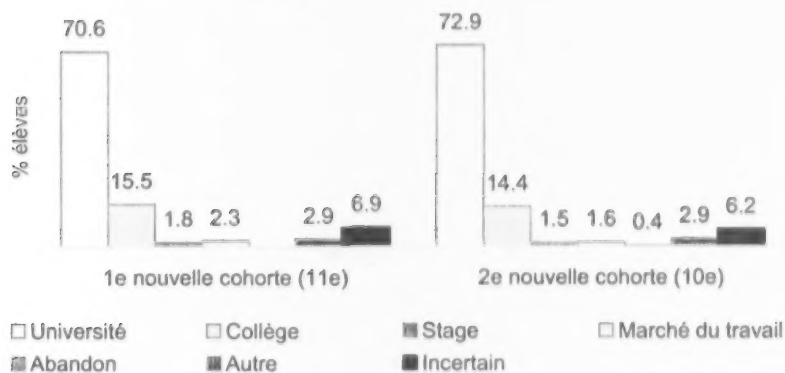
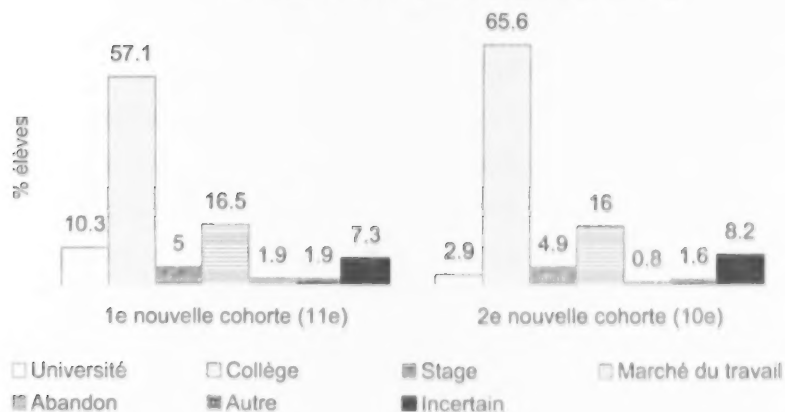


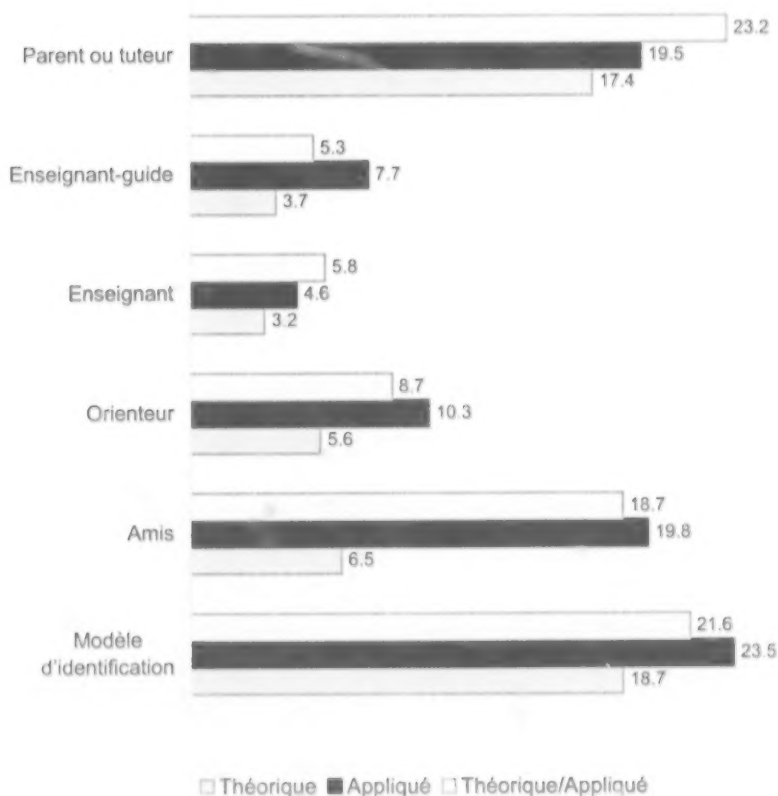
Figure 96: Aspirations post-secondaires des élèves de 10^e année de type appliqué (1^e nouvelle cohorte, 2^e nouvelle cohorte)



2. Facteurs qui influencent les aspirations face au choix de carrière

Nous avons noté, chez les élèves des nouvelles cohortes, que le choix de carrière et le choix de destinations post-secondaires semblent se préciser plus tôt que dans le cas des élèves de l'ancienne cohorte. Cette section se penche sur qui influence les aspirations face au choix de carrière des élèves. Nous y comparons les influences lorsque les élèves étaient en 10^e année en fonction des types de cours ainsi que les influences perçues par les élèves de la première nouvelle cohorte (11^e année) et les élèves de l'ancienne cohorte (12^e année).

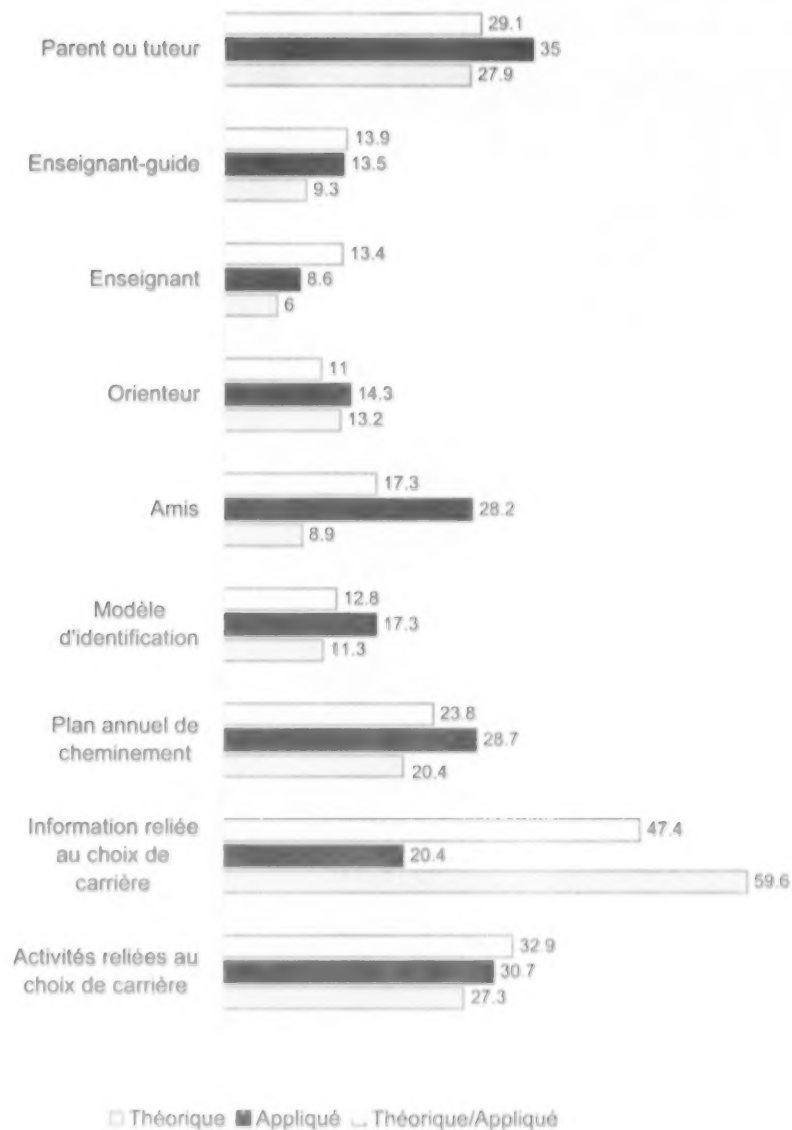
Figure 97: Facteurs qui influencent les aspirations post-secondaires (études) et les plans de carrière des élèves de 10^e année, par type de cours (1^e nouvelle cohorte, % très important)



Les influences des parents, des modèles d'identification et des amis, sont toujours très importantes chez les élèves de la première nouvelle cohorte (figure 97 ; tableaux D111, D115, D117, D119, D121 et D123 à l'annexe D, Phase 1). Il est intéressant à noter que les élèves de type appliqué et de type appliqué/théorique se disent beaucoup plus influencés par les amis que les élèves de type théorique. Il est curieux de constater que les élèves indiquent que l'enseignant guide exerce si peu d'influence sur leurs aspirations face au choix de carrière des élèves.

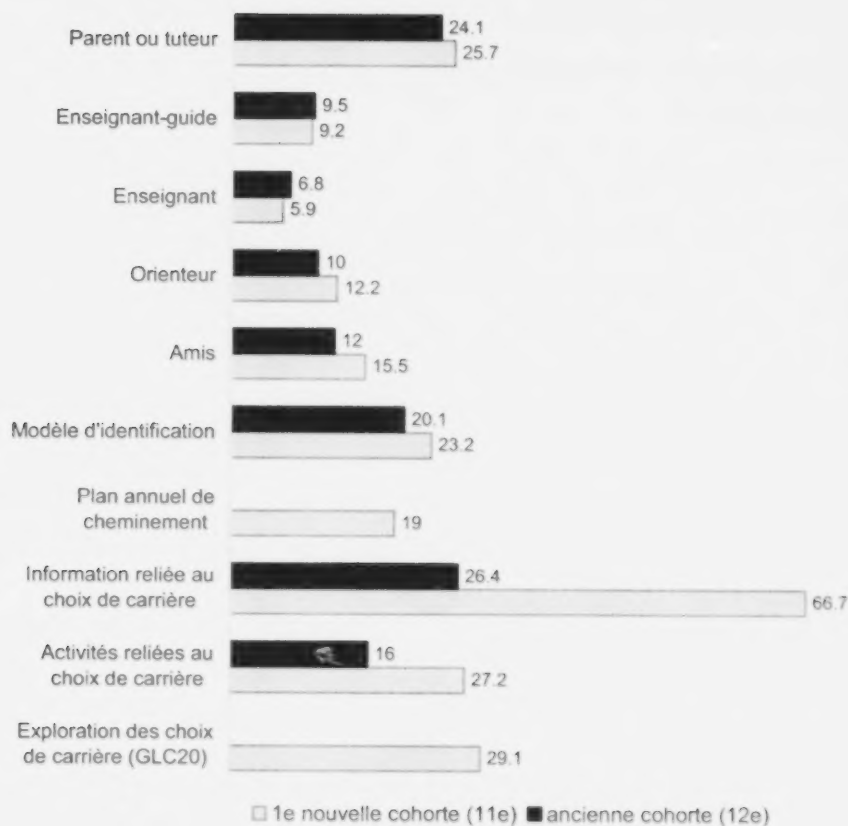
Les influences des parents et des modèles d'identification et des amis sont aussi importantes chez les élèves de la deuxième nouvelle cohorte (figure 98 ; tableaux C89 à C92 à l'annexe C). Notons que l'information sur le choix de carrière devient un facteur très important pour les élèves de type théorique (59,6%) et de type appliqué/théorique (47,4%). Les activités liées au choix de carrières ainsi que le plan annuel de cheminement occupent une place importante au niveau des facteurs qui influencent les aspirations post-secondaires et le choix de carrière. Cette cohorte semble, en effet mieux informée, elle accorde de l'importance à tout ce qui touche leur avenir. Il semble que l'école doit poursuivre le développement et la mise en œuvre des plans de cheminement, proposer aux élèves des activités liées aux carrières et aux métiers tout en offrant une variété importante d'informations liées aux carrières.

Figure 98: Facteurs qui influencent les aspirations post-secondaires (études) et les plans de carrière des élèves de 10e année, par type de cours (2e nouvelle cohorte, % très important)



L'importance des facteurs que nous venons de souligner ressort clairement à la lecture de la figure 99 qui compare les aspirations post-secondaires des élèves de la première nouvelle cohorte et de l'ancienne cohorte (tableaux C98 à C115 à l'annexe C). Les élèves de la nouvelle cohorte accordent beaucoup d'importance à tout ce qui touche au choix de carrière comparativement aux élèves de l'ancienne cohorte. Il semble donc que l'accent placé sur les activités reliées aux choix de carrières telles que mises de l'avant dans le cadre du nouveau programme porte fruit. Les élèves indiquent à 29,1% que le cours influence leurs aspirations. L'influence des parents et tuteurs est toujours aussi importante pour eux, ainsi que leurs aspirations telles qu'influencées par les modèles auxquels ils s'identifient.

Figure 99: Facteurs qui influencent les aspirations post-secondaires (études) et les plans de carrière des élèves de la 1e nouvelle cohorte et de l'ancienne cohorte (% très important)



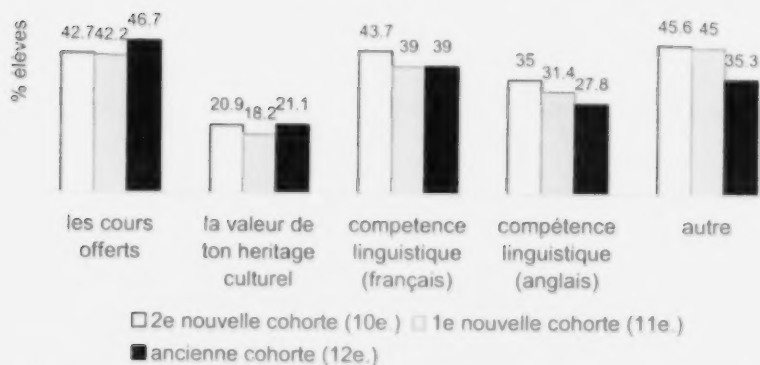
E. Facteurs qui influencent la fréquentation d'une école de langue française

Nous avons demandé aux élèves des trois cohortes d'indiquer les facteurs qui les influencent à fréquenter une école de langue française. La figure 100 présente ces informations et nous remarquons, sauf pour la valeur de l'héritage culturel, que le pourcentage d'élèves qui accorde de l'importance à la compétence linguistique, aux cours offerts et à d'autres facteurs, est semblable pour toutes les cohortes (tableaux C116 à C130 à l'annexe C). Il est peut-être

inquiétant de noter que de tous les facteurs, celui de la valeur de l'héritage culturel ne figure pas parmi les plus importants (21,1% ancienne cohorte, 18,2% 1^{ère} nouvelle cohorte, 20,9% 2^e nouvelle cohorte). En effet, la compétence linguistique en *anglais* leur semble être un facteur plus important que l'héritage culturel (27,8% ancienne cohorte, 31,4% 1^{ère} nouvelle cohorte, 35% 2^e nouvelle cohorte). L'an dernier, les élèves de l'ancienne cohorte et de la 1^e nouvelle cohorte avaient indiqué à près de 63% que l'héritage culturel était très important ou important. Que s'est-il passé? Pourtant près de 40% de tous élèves indiquent qu'ils considèrent la compétence linguistique en français comme étant facteur important dans leur choix d'une école de langue française. Il semble que les élèves privilégient le bilinguisme comme étant un facteur qui les influence à fréquenter l'école en français.

Il nous semble important d'identifier lors de la prochaine phase de la recherche ce que les élèves entendent par les « autres facteurs d'influence ». Il y a tout de même à peu près 45% des élèves des deux nouvelles cohortes qui indique être influencé par autre chose que les facteurs proposés par l'étude. L'on peut s'interroger sur la nature de ces facteurs.

Figure 100: Facteurs qui influencent le choix de fréquentation d'une école de langue française selon les élèves des trois cohortes

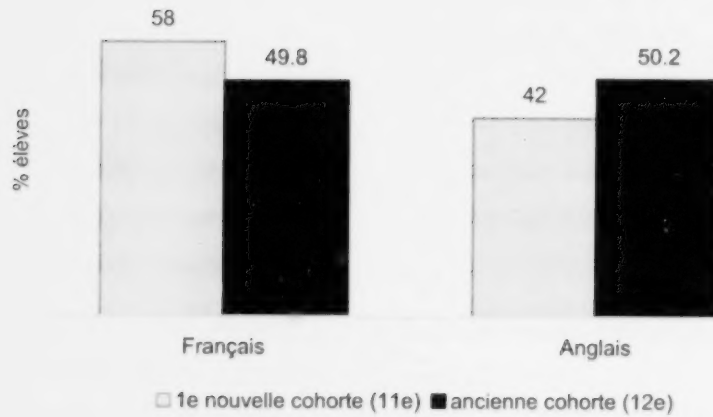


Les élèves francophones se dirigeront-ils vers des études post-secondaires en français? Les données recueillies l'an dernier indiquent qu'un nombre important d'élèves francophones se dirigent vers les programmes post-secondaires de langue anglaise. Les notes obtenues par les élèves en français et en anglais étant bonnes, nous croyons que les jeunes francophones peuvent bien réussir dans des programmes de langue anglaise et de langue française.

La figure 101 présente la préférence des élèves de l'ancienne cohorte et de la première nouvelle cohorte au niveau de la langue d'étude au collège et à l'université (tableaux C131 à C132 à l'annexe C). Les élèves de l'ancienne cohorte sont partagés : la moitié d'entre eux désire poursuivre les études en français et l'autre moitié en anglais. Il y a une tendance à préférer le français comme langue d'étude post-secondaire chez les élèves de la première nouvelle cohorte (58% versus 42%). Cette tendance se confirmera-t-elle avec les élèves de la deuxième nouvelle cohorte? La présence et la fréquentation d'institutions de langue française sont essentielles à l'épanouissement de la communauté franco-ontarienne. Il est alors inquiétant de constater qu'un élève sur deux songe à fréquenter un programme post-secondaire de langue anglaise.

De plus, la figure 102 nous informe qu'un élève sur cinq désire fréquenter une université à l'extérieur de la province (tableaux C133 à C134 à l'annexe C). Est-il possible que ces jeunes considèrent les universités québécoises de langue française? Nous n'en savons rien. Il y a du moins ici matière à réflexion. La phase trois de la recherche doit se pencher sur cette question et identifier les facteurs qui jouent un rôle dans ces intentions.

Figure 101 : Préférence au niveau de la langue d'étude au niveau collégial et universitaire (1e nouvelle cohorte, ancienne cohorte)



Environ un élève sur cinq qui planifient aller à l'université (21,5% 1^e nouvelle cohorte, 21,3% ancienne cohorte) désirent poursuivre leurs études secondaires à l'extérieur de l'Ontario.

Figure 102 : Pourcentage des élèves qui planifient poursuivre leurs études universitaires hors-Ontario (1e nouvelle cohorte; ancienne cohorte)



F. Conclusion

La mise en œuvre d'un nouveau programme au secondaire n'est certes pas une entreprise simple. Elle est encore plus périlleuse lorsque ledit programme passe de cinq à quatre ans. Il semble que, dans l'ensemble, les écoles de langue française vivent la transition avec une certaine aisance et avec peu de conséquences négatives. De fait, les résultats scolaires des élèves de la 2^e nouvelle cohorte sont meilleurs que chez les élèves de la 1^e nouvelle cohorte. Ces meilleurs résultats scolaires peuvent s'expliquer par le fait que les enseignants se sentent plus à l'aise avec le nouveau programme et la nouvelle façon d'évaluer les élèves. Le nombre d'échecs chez les élèves des deux nouvelles cohortes, de tous les types est inférieur au nombre d'échecs chez les élèves de l'ancienne cohorte, ce qui est encourageant. Tout semble indiquer une grande diminution des échecs, dans toutes les matières, à l'exception des mathématiques. En effet, il semble y avoir peu d'ajustement au nouveau programme en mathématiques, surtout lorsqu'il est question de cours de type appliqué. Nous avons donc remarqué une amélioration dans les notes des élèves de tous les types de cours, dans toutes les matières. Les notes sont également mieux réparties ; il y a moins d'échecs, mais malheureusement moins de notes de 90% et plus que par le passé.

Les élèves francophones semblent mieux se tirer d'affaires que les élèves anglophones lorsqu'il est question d'accumulation de crédits. De plus en plus d'élèves de tous types n'accusent aucun retard dans l'accumulation de leurs crédits pour l'obtention de leur DESO. On remarque aussi que peu d'élèves francophones suivent des cours d'été, en comparaison avec leurs confrères et consoeurs anglophones – ceci s'explique probablement par le taux d'échec qui est moins élevé, diminuant alors le nombre d'élèves qui suivent des cours d'été pour rattraper des cours échoués.

Il semble y avoir un écart important entre les perceptions des élèves et des éducateurs et les réalités de mise en œuvre du nouveau programme. Nous

croyons qu'une diffusion exhaustive des résultats de la présente recherche pourrait diminuer le niveau de stress chez les élèves de la première nouvelle cohorte et de l'ancienne. Les élèves de l'ancienne et de la première nouvelle cohorte se disent aussi inquiets des effets de la double cohorte sur la disponibilité des bourses pour les études post-secondaires.

Nous notons, au niveau du choix de cours, un manque d'intérêt en histoire canadienne. Nous notons par contre une augmentation importante du nombre d'élèves qui se dirigent vers les arts et les sciences sociales. Cette tendance avait été soulevée dans le cadre de la phase 1.

Les élèves de la première nouvelle cohorte et de la deuxième nouvelle cohorte semblent mieux informés au sujet de leurs choix de trajets post-secondaires – tant au niveau des études qu'au choix de carrière. Il semble que l'accent mis sur le plan de cheminement et tout ce qui touche aux carrières, porte fruits.

Les élèves francophones souhaitent se diriger en majorité vers les études universitaires, mais un grand nombre d'entre eux se dirigent plutôt vers les études collégiales. Près de la moitié des élèves désirent étudier en français après leurs études secondaires, et un élève sur cinq veut étudier à l'extérieur de l'Ontario. Il est préoccupant de constater que seulement un élève sur cinq indique que « la transmission du patrimoine culturel francophone » est l'un des facteurs importants quant à son choix d'étudier dans une école de langue française.

Nous avons remarqué que la majorité des élèves du secondaire travaillent à temps partiel. La plupart d'entre eux entrent sur le marché du travail dès qu'ils ont eu leurs 16 ans. La plupart veulent s'accumuler de l'argent et certains comptent même prendre une année de congé entre leurs études secondaires et leurs études post-secondaires pour cette raison.

Les élèves francophones ne songent pas à abandonner le secondaire avant l'obtention du DESO, mais les statistiques nous indiquent qu'encore un grand nombre d'entre eux décrocheront avant la fin de leurs études secondaires. Il est à espérer que les améliorations relevées au niveau des résultats scolaires et de l'accumulation de crédits puissent aider à encourager les jeunes franco-ontariens à terminer leurs études secondaires.

Part VI. The Role of External Factors in Student Post-Secondary Education Planning

In the Phase 1 report, we noted that there was risk associated with an atmosphere of uncertainty regarding plans for post-secondary institutions in 2003 to accommodate the double cohort. We noted one possible outcome of the uncertainty:

If more students prepare to apply to post-secondary institutions in 2002 to avoid the double cohort, then they also put themselves at risk if program spaces are not increased for 2002.

In fact, far more students than anticipated have applied to Ontario colleges and universities in 2002. While it appears that much of the increase in applications has been managed by universities and colleges, strains are clearly evident in them and the uncertainty remains. Throughout the province, students and their parents are attending information sessions about plans for the double cohort. However, while on the one hand, Government ensures that the first year university spaces will be available in 2003, information coming from universities contradicts the Government statements.

In our visits to focus group schools, it became very clear that there was widespread distrust of Government pronouncements "ensuring a place for every willing and qualified student" (*Update: Ontario's Plan for Students in the Double Cohort*. Fall 2001; Spring/Summer 2002. Ministry of Training, Colleges and Universities). The announcements being made by universities of plans for

spaces to be made available in 2003 show that those plans clearly fall far short of growth projections. The following student comments illustrate their frustrations.

We've been told not to fast track. Teachers said there would be enough spaces [at university]. ...don't trust the information.

Grade 11 female

Haven't heard anything from the Government about the double cohort; only from teachers. They constantly say it is too bad that we are the guinea pigs!

Grade 11 male

The Government says that every student can get in [referring to Update statement sufficient spaces for all qualified Ontario students] but if universities are only increasing [first year enrolments] by 15 percent, that adds to our stress.

Grade 12 male

Can we believe the Government?

Grade 12 male

Another concern widespread among students was the question of equating marks of graduates of the old and new programs. Students in the new program felt that their marks on average were lower than their peers in the former program and that they would not have the same opportunity to be accepted at university.

...want to know that the universities are doing something for me—e.g., adjusting our marks [in the new program] since our marks will be so much lower than OAC marks next year. Right now a 90% for Grade 12s is lower about an 80% for us [in Grade 11].

Grade 11 female

We want colleges and universities to take an even number of kids in the new and the old program to make it fair

Grade 11 female

Using SATs would make it more fair.

Grade 11 male

*I want to know that registrars understand the differences in marks
[between marks in the old program vs. the new one]*

Grade 12 male

Teachers' federations (e.g., the Ontario English Catholic Teachers' Association—OECTA) and the parent group, People for Education, have reinforced the concern about available post-secondary spaces and funding support.

These students face the same diminished learning conditions in post-secondary institutions they have already endured as a result of mismanaged government reform and funding cuts at the elementary and secondary levels.

OECTA president, Kathy McVean
March 11 2002, press release after
Ontario's Double Cohort: A
Government's Experiment in Education

Student Spaces

Based on enrolment projections, as many as one out of every three "willing and qualified" students may not find a place at an Ontario university in 2003-04. According to University of Guelph figures, this could mean as many as 30,838 students who, in a previous year, would have been accepted at an Ontario university.

Admission Standards and Fair Evaluation

There is no policy in place that would enable the admissions offices of colleges and universities to fairly compare and assess the students from the new and old curriculum.

excerpts from A Report on the Double
Cohort: *Their Futures at Stake*.
January 2002. People for Education

The media have picked up the theme emphasizing the inconsistency between statements from Government and enrolment plans of universities and colleges.

Already saddled with the largest classes, second-highest tuition and smallest per capita operating grants in the country, Ontario's 18 universities seem a poor picture of fiscal health. Despite Ontario's \$890 million investment for buildings to house the double cohort, universities say they still need at least \$100 million more in operating grants to hire professors and support staff and beef up libraries and labs.

The University of Toronto has warned it will close its doors to many knocking unless it gets more money than promised. Queen's University says it faces cuts, as does Ryerson.

After a decade of underfunding, universities say they already have thousands of students for whom they get no government grants, and must pinch collars from other budgets.

Cohort Create Parental Panic. Louise Brown, The Toronto Star, March 30, 2002

A University of Toronto announcement that it won't be able to accept as many students as it had once planned for the crunch year of 2003 should be setting off alarm bells.

The university says that without increased funding, it can accept just 66 extra first-year students in the fall of 2003, well off the mark of the 2,000 additional students it had planned to take that year.

Fall 2003, of course, is the date when two classes of high school graduates, those from the old five-year program and those in the new four-year program—the so-called double cohort—head off to universities and colleges simultaneously. Ontario is expecting 35,000 more students to apply to universities and 33,000 to apply to colleges.

The government has promised that students will not in any way be made to pay for the overhaul of the education system. It has reiterated time and again that a spot will be guaranteed to any qualified student who wants to attend university.

The University of Toronto's announcement is the clearest indication yet that the promise cannot be kept.

*Editorial, The Toronto Star.
Monday, April 29, 2002*

It is important to understand the timeline of student application decision making. Many detailed media articles came out after students had submitted their applications and much of the open discourse between university and Government officials occurred after this time. During the university/college application period, students were receiving information about expansion in 2003. It became very clear to students, parents and school staff that the number of spaces for first year students in 2003 announced by universities was not going to meet the need.

Part VII. Estimating College Applications & Registrations in 2003

A. Introduction

This section presents a discussion of factors influencing the number of applications to the Ontario Colleges of Applied Arts and Technology (CAATs) in 2003 and the number of student spaces required to meet the need. It includes information about factors influencing applications and registrations: demographics; college participation rates; sources of college students; 2002 applications; student plans; and, student progress through secondary school. The section concludes with an estimate of student spaces required in colleges registration rates for 2003. The analysis is based on information provided by OCAS and the responses to the secondary school student questionnaires. The information presented here includes only fall applicants and registrants.

In the past there was a clear distinction between post-secondary and non-post-secondary programs offered in the colleges, the latter including one year and shorter-term programs. At the present time, it is not easy to distinguish between the two types of program. The vast majority of college students are enrolled in diploma programs; but for the purpose of this analysis it is probably just as meaningful to combine students in programs of all durations. Institutions such as Kemptville College, Ridgetown College, and The Michener Institute for Applied Health Sciences, which are outside of the Ontario College of Applied Arts and Technology system, are not included in this analysis. Also, we have not included in our projections re-registrants and students who have transferred across programs and across colleges.

It appears that the controversy around the availability of post-secondary spaces for double cohort graduates may have heightened interest in post-secondary education. The increase in applications to both universities and colleges for 2002 reflects a generalized student concern that might be expressed as: "If I'm ever going to go, perhaps it would be best to go now". While the following sections provide specific information regarding factors influencing college

registrations, such as demographic patterns, participation rates and student plans, it is difficult to estimate the impact of the uncertain climate on applications in 2003.

B. Factors Influencing College Registrations

1. Demographics

Are there changes in the size of the age groups who typically attend college that must be taken into account when estimating the size of the group applying to colleges in 2003 and succeeding years?

Figure 107 on p.205 presents the size of the age 19 group in Ontario from 1990 to 2006. The growth in the 19-year-old group between 1997 and 2000 levels off for the next four years. Therefore, most of the demographic growth will have taken place prior to the double cohort year and the cohort size will be relatively stable for the next three or four years. While little change will occur in this age group between 2002 and 2006, there is an increase just prior to that period that will impact on the number of students eligible for post-secondary education in the subsequent years.

The older group of college applicants, made up of students who returned to secondary schools to complete their diplomas and the majority of the out-of-school applicants who will be 19 to 23 years of age at time of college entry, will continue to grow in numbers up to 2003 and for at least one year afterwards. The age breakdown of applicants to college who did not go directly from Ontario secondary schools in 2001 (presented in Table 27) and projections using the data (from Figure 107) on the age 19 cohort were used to make these estimates.

**Table 27: Age of Applicants to Colleges
in 2001 Not Direct from Ontario
Secondary Schools**

Age Range	Number of Applicants
18 to 20	28,766
21 to 23	20,943
24 to 26	9,065
27 to 29	4,921
30+	14,701

2. College Participation Rates

Should we anticipate increased student interest in a college education in the first decade of the 21st century?

If we define participation rate to mean the percentage of young people who enter college, whether directly from a secondary school or not, having enrolled in Grade 9 four, five, six or seven years before, then, at the present time, this participation rate is about 30 percent—that is about 30 percent of students enrol in a college program from a base of 100 percent in Grade 9. When we add this figure to the nearly 30 percent of university first year enrollees (this would include those direct from secondary school and those out of secondary school at least one year), there are about 60 percent of Ontario young people age 19 to 22 attending post-secondary education using Grade 9 enrolments as the baseline—a remarkably high figure compared to other countries. It must be noted, however, that not all of these first year enrollees graduate from post-secondary institutions.

Even though the pool of potential college applicants (i.e., secondary school graduates) has always exceeded the actual application rates, students who apply

to college are more likely to have experienced failure and credit loss in secondary school than students who apply to university. The high proportion of secondary school graduates in the late 1990s and the early 2000s is directly related to the destreaming of Grade 9 that was introduced in 1993-94 (see Table 36, p.207). The restructured secondary school program, at least in its early phases of implementation, is likely to produce lower graduation rates (see Part IV, section D4 on credit accumulation), and this factor should reduce the size of the pool of students eligible to apply to college starting in 2003. However, even if this pool declines as a result of reduced secondary school graduation rates, it is also likely that the interest in a college education that has been heightened by the double cohort controversy will be maintained for the next few years.

3. Sources of College Students

Unlike applicants to the universities, the majority of applicants to the colleges have been out of school for at least one year. In addition, many of those who apply to college from a secondary school have left school and then returned to complete graduation requirements. In the following two sections, we examine the application/registration patterns to colleges over the past few years in terms of those applying: (1) directly from Ontario secondary schools; (2) after being out of an Ontario secondary school for at least one year; (3) from other Canadian provinces and territories, and (4) from other countries.

a. College Applicants Directly from Ontario Secondary Schools

About 43 percent of college registrants enter directly from Ontario secondary schools. The vast majority of them have taken four or five years to graduate. The ratio of four- to five-year graduates enrolling in a college in the years prior to 2002 was about 3 to 7. In 2002, this ratio among applicants shifted to about 3 to 5 as greater numbers of students graduated in four years in order to avoid the double cohort year (see Table 30, p.189). Also included in the direct-from-secondary-school-applicants-to-college group are five to six thousand students

who return to secondary school or to school board-sponsored programs for upgrading or retraining after spending some time out of school.

The number of applicants to colleges directly from Ontario secondary schools had been declining for the past few years until it leveled off in 2001 (see Table 28). However, there was a sharp increase in applicants for fall 2002. Assuming a similar ratio of applicants to registrants as in previous years, this translates to an increase in registrants in 2002 of approximately 4,000 students.

**Table 28: Ratio of College Registrants to Applicants Direct
From Ontario Secondary Schools (1998-2001)**

Years	Registrants	Applicants	Ratio
1998	34,538	55,514	62.2
1999	33,603	52,760	63.7
2000	32,601	51,889	62.8
2001	32,658	51,813	63.0
2002	37,000*	58,863	63*

* These registrant and ratio 2002 figures are estimates since the statistics were not available at the time of report preparation.

Table 29 presents the number and proportion of registrants who went to college directly from Ontario secondary schools for the years 1998 to 2001 in terms of the number of years spent in secondary school. There was very little difference in the ratio of registrants to applicants who took four, five and six or more years in secondary school (see Table B107 in Appendix B). Table 29 documents the decline in the number of registrants who applied directly from Ontario secondary schools between 1998 and 2000. The proportion of registrants who took four

years in secondary school increased slightly over these three years accompanied by a decline in those who took six and more years. Over one-half of the increase in applicants directly from Ontario secondary schools in 2002, noted in Table 28, was made up from the four-year graduating group. The registration figures for 2002 were not available at the time of report preparation, but if the pattern follows that of the application rates, we will see a sharp increase in the number of registrants having taken four years in secondary school and a decline of those in the other categories.

Table 29: College Registrants Direct from Ontario Secondary Schools, by Years in Secondary School (1998-2001)

Years	Years in Secondary School*					
		Four	Five	Six	> Six	Total
1998	n	7,029	18,052	4,988	4,146	34,215
	%	20.5	52.8	14.6	12.1	100
1999	n	7,304	18,232	4,266	3,300	33,102
	%	22.1	55.1	12.8	10.0	100
2000	n	7,334	17,982	3,883	2,773	31,972
	%	23.0	56.2	12.1	8.7	100
2001	n	8,230	18,321	3,396	2,711	32,658
	%	25.2	56.1	10.4	8.3	100

*The breakdown of 2002 registrant data were not available at the time of report preparation.

**Table 30: Applicants to Ontario Colleges for Fall 2002,
by Years in Secondary School**

	Years in Secondary School					
		Four	Five	Six	> Six	Total
	%	31.0	51.2	9.7	8.1	100
2002						

Since the transition of a greater proportion of four-year graduates applying to college anticipated for 2003 took place in part in 2002, the increase in potential college applicants for 2003 will be proportionately lower. Our estimate of the year 2003 ratio of four- to five-year secondary school graduates registering in a college program is presented in Section C3, p.124.

In the Phase 1 report, we noted that many of the college applicants had taken one or more OAC credits, perhaps with the hope of keeping open their option to attend university. In an analysis of 1999 registrants' transcripts, we found that 21 percent of the college registrants had six or more OAC credits and 60 percent had at least one OAC credit. Their transcripts typically contained a mixture of General, Advanced and OAC courses and they most commonly took five years to complete secondary school. The reorganized system assumes that college-bound students will take College and University/College courses in Grades 11 and 12. However, many college-bound students do not make the decision to apply to colleges until they have tried the University preparation courses. The pattern of lower achievement and credit accumulation of college-bound students in new program, compared to university-bound students, in the new program indicates that a substantial number of college-bound students will be taking five years in secondary school.

As noted in the university section (Table 38, p.211), some students apply to both university and college. Table 31 shows that the majority of these students ended up registering in a college: the difference was quite pronounced in 2000. The

small percentage of students who register at both types of institution reinforces the fact that registering does not mean a student will actually show up for classes.

Table 31: Applicants and Registrants to Ontario Colleges and Universities (1998 – 2000)

Applicants/ Registrants	1998		1999		2000	
	n	%	n	%	n	%
Applied to both a college & a university	13,350	100	12,564	100	12,947	100
Registered in a college	5,450	55.0	4,511	52.1	6,157	61.3
Registered in a university	4,402	44.4	4,111	47.4	3,803	37.8
Registered in both a college and a university	59	0.6	44	0.5	88	0.9

b. College Applicants Not Directly from Ontario Secondary Schools

Table 32 shows the number and percentage of applicants who applied to the colleges in 2000 and 2001 from outside of the province/country and those who applied from Ontario at least one year after they left secondary school. The table illustrates the increase between 2000 and 2001 for applicants not directly from Ontario secondary schools. It also emphasizes the point that the vast majority of students applying to Ontario colleges come from Ontario. Nevertheless, there are students who come from outside of the province; however, this group of between 4,000 and 5,000 is not likely to find Ontario colleges as attractive in 2003.

Table 32: Sources of College Applicants Not Direct from Ontario Secondary Schools (2000 & 2001 – Fall Terms)

Year	In Ontario		Other Canada		Out of Canada		Totals
	n	%	n	%	n	%	
2000	72,878	93.4	4,563	5.9	559	0.7	78,000
2001	75,597	94.0	4,021	5.0	843	1.0	80,461

Table 33 presents the relationship between applicants and registrants for the years 1998 to 2001 for individuals not applying directly from Ontario secondary schools. The numbers of registrants over the four years has been quite stable. The ratio of registrants to applicants is about 7 percent less than for students coming directly from Ontario secondary schools. The number of Ontario out-of-school youth applicants is likely to drop in 2003 if there is still uncertainty regarding available program spaces in the colleges.

Table 33: Ratio of College Registrants to Applicants Not Direct From Ontario Secondary Schools (1998 to 2001 – Fall Terms)

Years	Registrants	Applicants	Ratio
1998	44,371	82,449	53.8
1999	44,312	77,893	56.9
2000	43,167	78,000	55.3
2001	45,542	80,461	56.6

4. Impact of 2002 Application Rates

In the Phase 1 report, we noted the possibility of a substantial increase in 2002 applications because of the uncertainty about access to college programs in 2003. It was anticipated that much of this increase would come from students in the former system graduating from secondary school in four years. The increase in 2002 applications that has taken place will influence projections for first-year college applicants in September 2003 in at least two ways. First, students have been drawn from the five-year graduating pool anticipated for 2003, effectively decreasing the size of that pool. And second, the gradual decline of students taking six years or more in secondary school prior to applying to college, also reduces the pool of potential college applicants for 2003.

A fundamental question arising from the dramatic increase in 2002 application rates in both universities and colleges is related to the extent to which programs are expanding in equal proportions to the increase in application rates. In the case of the colleges, the question is: Are programs that are typically oversubscribed also expanding proportionately to the increase in applications? We do not have the answer to this question at this time, but preliminary information suggests that college programs that are usually oversubscribed will not be expanding admissions significantly for 2002. Some of the prospective students for these programs may have to wait until 2003 to gain entry or change their applications to other more accessible programs.

5. Student Plans

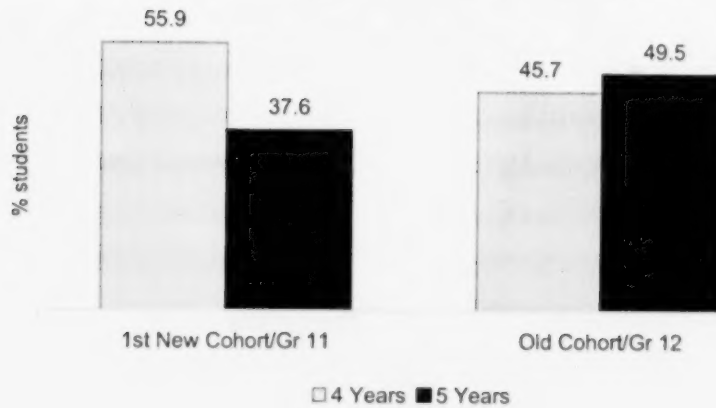
We have noted that student plans for college evolve rapidly in the latter years of secondary school. Even in Grade 12, many of the students who have for years planned to go to university decide instead to go to college. Usually this decision is attributed to concern about achievement of marks necessary for entry into university. There are also some very attractive college programs that draw high-achieving students. In the following sections, we examine student responses to questions regarding number of years expected to take to graduate from

secondary school and plans for time off before attending a college, as well as plans to attend college outside the province. It is necessary to take these factors into account when projecting first year college enrolments in 2003.

a. Years Expected to Complete Secondary School

Figure 103 (and Tables B110 and B111 in Appendix B) presents the responses of the first new cohort and the old cohort to the question in this year's survey, "How many years do you expect to take to graduate from high school? It must be remembered that these are not necessarily the students who will ultimately attend college. The majority of students who go directly to college will likely come from students who, in Grade 11, planned on attending university. Nevertheless, it can be clearly seen that a substantial proportion of the students planning on going to college expect to take five years in secondary school. Meanwhile, there was a reported decrease in the number of old cohort students planning to take four years (57.0%, Phase 1 vs. 45.7%, Phase 2). This is inconsistent with the substantial increase in this group who actually applied to college in 2002. As a result, and similar to the case in universities, we have a pre-2003 double cohort applicant increase because of the increase in old cohort students taking four years. On the other hand, the students who graduated in four years and applied to college are now not part of the five-year graduate group in the 2003 double cohort. It is difficult to determine what the ratio of four to five years to graduation for college-bound students will be in the long run. Unless there is a major change in the new curricula, it is likely that five years to graduation will be the standard for many college-bound students.

**Figure 103: Years Expected to Graduate for
Students Planning on College
(1st New Cohort; Old Cohort)**



Note: These figures add up to less than 100%; the remaining students planned to take more than five years or responded 'do not know' to the question.

b. Plans to Take Time Off Before Post-Secondary Education

Table 27 illustrated the large number of college applicants who have been out of school one, two or three years before applying to college. The numbers are much greater than for those who go directly from secondary school. Figure 104 indicates that even in Grade 11, over one-quarter of the college-bound students plan on taking time off before attending college (see Tables B112 and B113 in Appendix B). Previous patterns would suggest this number will be much higher. For the first of the new cohorts, taking time off before college enables them to avoid the double cohort and explains in part the large difference between the two cohorts with regard to plans to take time off. For the four-year graduates from the last of the old cohorts, a year off will place them in college in 2003—that timing is not an attractive option.

Figure 104: College-Bound Students Planning to Take Time Off Before Post-Secondary Education (1st New Cohort; Old Cohort)

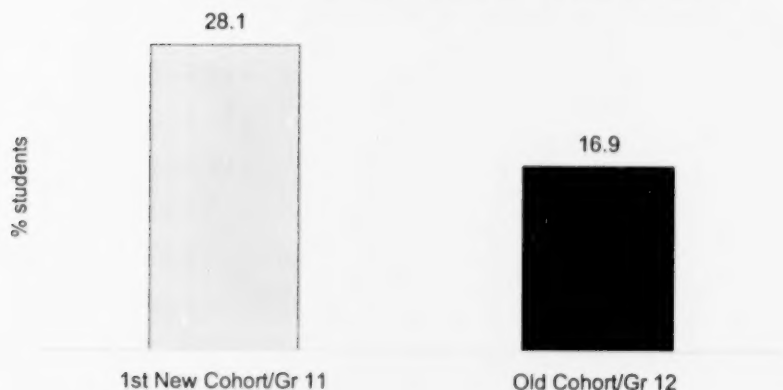
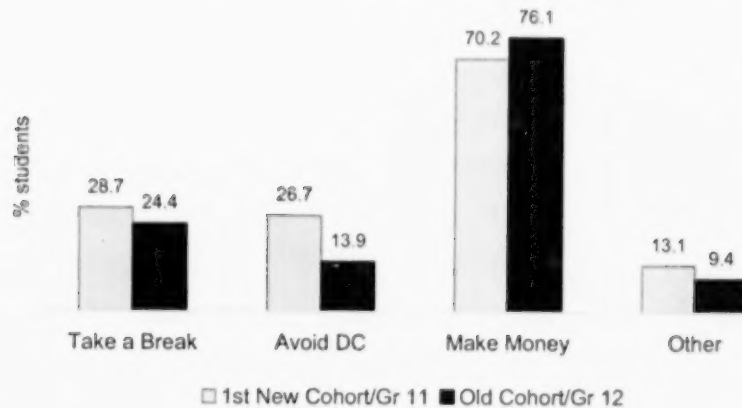


Figure 105 summarizes the reasons indicated by those students who plan to take time off (see Tables B114 to B121 in Appendix B). Students could have given more than one response to this question; therefore, the numbers do not add up to 100. Making money was the reason for taking time off for the largest proportion of students from both cohorts. Avoiding the double cohort was a priority for over one-quarter of the new cohort students, but that response fell well behind their perceived need to make money for post-secondary education. Avoiding the double cohort was less of an issue for the old cohort. Simply taking a break from school was a reason offered by one-quarter of both cohorts.

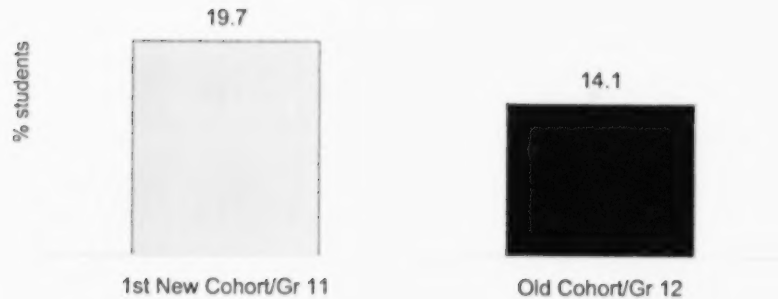
Figure 105: Reasons College-Bound Students Plan to Take Time Off Before Post-Secondary Education (1st New Cohort; Old Cohort)



c. Plans to Attend College Outside of Ontario

Figure 106 re-emphasizes the role that the double cohort controversy has had in influencing students' post-secondary plans (see Tables B122 and B123 in Appendix B). Although we do not have specific figures from previous years, it is safe to assume that far greater numbers of college-bound students are considering college outside the province. Nearly one-fifth of the new cohort students intending to attend college actually plan on attending a college outside the province. Clearly this is consistent with the concern that parents and students have about Ontario post-secondary opportunities in 2003, and it also parallels the increase in applications to universities outside the province by Ontario university-bound students.

Figure 106: College-Bound Students Planning to Go to College Outside of Ontario (% 'yes'; 1st New Cohort; Old Cohort)



6. Student Progress Through Secondary School

It is difficult to estimate the progress of students who will ultimately apply to college as they make their way through secondary school because, as previously noted, the realistic decision to apply to a college is typically made late. When we examined the secondary school programs of college applicants, we found a pattern where a late decision to apply to college was commonly related to lower achievement than anticipated. Achievement and credit accumulation patterns of students in the new cohorts who plan on going to university are similar to those for students in the previous program. However, it appears that students from the new cohort who will ultimately apply to a college are more likely to be experiencing difficulties in credit accumulation and achievement in particular courses, i.e., Mathematics and Science. In the previous section, Student Plans (p199), we noted the increase over time in the percentage of college-bound students expecting to take five years to complete graduation requirements. It is likely that the proportion of four-year graduates in relation to previous years applying to college in 2003 will not exceed 60 percent.

C. Estimating Required College Registrations in 2003

There is always a great deal of uncertainty in the minds of many young students regarding career plans. The decision to apply to a college or university not only relates to a particular career interest but also to the likelihood of gaining entry to a program in an institution of choice. Applications to colleges are more likely to be influenced by economic conditions than are applications to universities, i.e., when employment opportunities are few, young people are more inclined to remain in school. The confusion surrounding plans for the double cohort has added to the uncertainty for young people and, as we have seen, one of the first responses is to avoid the double cohort year by completing graduation requirements a year earlier. If the picture is not clarified prior to student application deadlines for 2003, it will make estimating 2003 application rates even more precarious. Already, the pool of potential college and university applicants for 2003 has been reduced because of the dramatic increase in 2002 applicants. The following estimates of college registrations for 2003 must be seen as very tentative.

1. Rationale for Using Registration Figures in the Estimation of the Magnitude of the 2003 Cohort

There are two fundamental reasons for using estimated registration figures in the projection of the magnitude of the 2003 college cohort. The first is most important in that it is assumed that planning for 2003 and succeeding years should be based on actual numbers of students enrolling in college programs. This figure tends to be more stable than application rates. The second reason is that we can obtain application data up to eight months prior to actual September registration. Using estimates based on the ratio of applications to registrations in preceding years, we can estimate the number of college registrants. This allows for planning of prospective fall college enrolments to take place early in 2003.

It is also important to note that the ratio between applications and registrations differ for the direct- and not direct-from-secondary-school groups (see Table 34)

and that equating application rates would overrepresent the out-of-school group in the registration totals.

Table 34: College Registrants Direct and Non-Direct from Ontario Secondary Schools (1998-2001)

Years	Direct Registrants		Non-Direct Registrants	
	n	% Applicants	n	% Applicants
1998	34,538	62.2	44,371	53.8
1999	33,603	63.7	44,312	56.9
2000	32,601	62.8	43,167	55.3
2001	32,658	63.0	45,542	56.6

2. Estimating College Registration Rates for 2003 for Each Category of Registrant

Before estimating the number of registrants in colleges in 2003 it is necessary to establish a clear set of assumptions.

1. The ratio of registrants to applicants will remain about the same as in the recent past. This ratio has been quite stable for the past five or six years, and there is no reason to expect that it will change.
2. There will be a change in the ratio of four- five- and six or more-year graduates registering in colleges because of the restructured secondary school program. There has been a steady change between 1998 and 2001 in this ratio: in 1998, 20.5 percent--four-year graduates, 52.8 percent--five-year graduates, and 26.7 percent--six or more-year graduate; to, in 2001, 25.2 percent – four-year graduates, 56.1 percent--five-year graduates and 18.7 percent--six or more-year graduates. There will be a pronounced change in these ratios in 2002 associated with an increase in applicants from the four-year graduating

group of the old cohort (a ratio of about 3 four-year graduates to 5 five-year graduates). The decline of students taking six or more years in secondary school before applying to college (with the exception of 2002) will continue.

3. Adjustments to the projections have been made based on estimates of students' plans to take time off after completing secondary school. Historically, the majority of students who have applied to college have taken time off after secondary school before attending. There is no reason to expect that this pattern will not continue even though the proportion of students surveyed indicates that they plan to take time off before attending college is less than the historical patterns.

a. Estimating College Registrants Directly from Ontario Secondary Schools

Between 2002 and 2004, the age group from which students who apply to college directly from secondary school will not change substantially. The group of students graduating from the old cohort in 2003 will be drawn in part from the last group of graduates of the previous secondary school system when OSSD rates were higher than those anticipated in the new program. The pool of secondary school graduates from the old cohort was larger in 2002 than we expect from the new cohort because of the lower graduation rates expected for the latter group. There was a decline in applicants to colleges direct from secondary school between 1998 and 2000, but by 2001 it had leveled off. In general, the following discussion is based on direct-to-college registrations of about 32,600 students in 2000 and 2001.

i. Four-Year Secondary School Graduates to College

In 2003, this will be the first group of graduates from the new cohort in the restructured program. In 2001, the four-year graduation group from the old cohort represented about one-quarter of the registrants, or slightly over 8,000 students. In 2002, four-year graduates will likely represent over 30

percent of the registrants. We have estimated the 2002 registration total of first year college students coming directly from Ontario secondary schools as about 37,000 students, based on application rates. This represents about 5,000 students more than 2001. Based on student plans reported on the questionnaire, our estimates of student progress in the restructured program, and an estimate of the proportion of students planning at least one year off, the number of four-year graduates from the new program registering in an Ontario CAAT in 2003 should be about 19,000 students. This figure is based on 63 percent of college-bound secondary school students graduating in four years less those who plan to take a year off (that is, the difference between past practices and the plans of this cohort).

ii. Five-Year Secondary School Graduates to College

In 2001, the percentage of students taking five years in secondary school registering in a college was about 56 percent, or 18,000 registrants of the 32,600. In 2002, we have estimated the percentage of that group to be about 52 percent (approximately 19,000 students. In 2003, the pool of five-year applicants will have been drained by students applying after four years in 2002 (about 2,500 students). Using the base registrations rates from 2000 less those planning at least a year off before attending college, the total for this group should be about 15,500 students.

iii. Six-Year (or More) Secondary School Graduates to College

Students who had been in secondary school for six or more years who registered in colleges in 2000 represented just over 20 percent of the direct-from-Ontario-secondary-school registrants (about 7,000). In 2002, the numbers from this group were about the same and their percentage of the total was less. In 2003, it should include no more 7,000 students.

b. Estimating College Registrants Not Directly from Ontario Secondary School

In 2000, over 57 percent of college registrants did not come directly from Ontario secondary schools. Nearly three percent of this group had originally attended Ontario secondary schools and were in their early twenties. The age group 20 to 23 will grow in size between 2002 and 2005, but not enough to have a substantial effect on this pool of potential college registrants. Although applications from this group increased in number between 1999 and 2001, there is little reason to believe applications from this source will increase substantially in 2003. In part, this lack of increase is due to the intimidation effect of the double cohort and the strong economy.

We do not have complete information on 2002 applications from candidates not directly from Ontario secondary schools, but it does appear that there will be an increase over 2001 applications, further depleting the pool for 2003.

3. Summary Estimate of First Year College Enrolment Needs in 2003

The estimated first year college space needs for students registering for the first time are summarized in Table 35. Year 2000 figures are used as a base because Phase 1 report projections were based on 2000 application and enrolment figures. Year 2002 has been added to the equation because the increase in applications related to apprehension about plans for 2003 has skewed the projections for 2003.

Table 35: Predicting First Year College Student Space Requirements in 2003

Student Sources	2000		2002		2003	
	n	%	n	%	n	%
In Ontario Secondary School:						
4 years	7,334	9.8	11,470	13.8	19,000	22.5
5 years	17,982	23.9	18,944	22.8	15,500	18.3
6 years or >	6,656	8.9	6,586	8.0	7,000	8.3
Out of School*/ Out of Ontario & Canada	43,167	57.4	46,000	55.4	43,000	50.9
Totals	75,139	100	83,000	100	84,500	100

* Out of an Ontario secondary school at least one year

Two major factors have modified these projections:

(1) many of the potential five-year 2003 graduates from the old system chose to apply to colleges in 2002; and, (2) the proportion of students planning to graduate from secondary school in four years and go to college is likely to be less than anticipated (probably just over 60% of college registrants coming directly from Ontario secondary schools). The estimated increase in the first-year (first-time) college fall term registrations between 2000 and 2002 is 10.5 percent. The increase between 2002 and 2003 is likely to be only 1.8 percent or about 1,500 registrants. The projected growth between 2000 and 2003 is 12.5 percent or 9,360 registrants.

Part VIII. Estimating University Applications & Registrations in 2003

A. Introduction

This section presents an analysis of factors influencing the number of applicants to Ontario universities in 2003 and the number of student spaces to meet the need. Each of the factors is taken into account in developing a set of tentative estimates of 2003 enrolment projections that would be consistent with registration/application ratios of previous years. The analysis is based on information provided by OUAC, the Ministry of Education, Statistics Canada, and responses to the secondary school student questionnaire.

B. Factors Influencing University Registrations

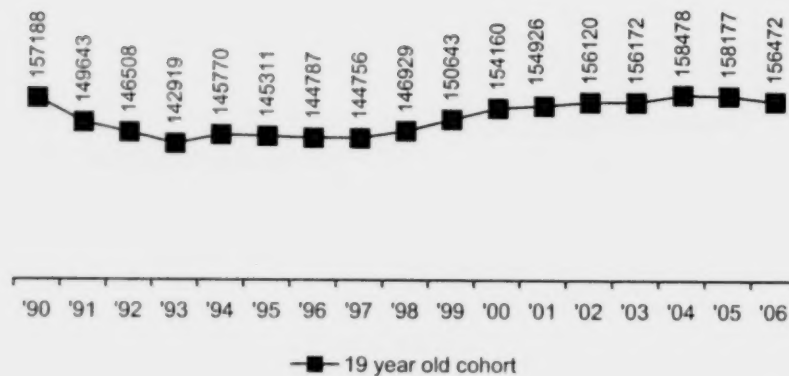
The role of the major factors influencing university enrolments in 2003 and succeeding years is discussed in this section. Particular attention is given to variations over the next six years in the size of the age group that usually attends university, secondary school graduation rates, the relationship between applications to university and actual registrations, post-secondary participation rates, sources of students applying to university, the impact of 2002 application rates, student plans for university and their progress through secondary school. An additional factor has been introduced in Phase 2 of the study: the impact of the uncertainty about university and Government planning for 2003 and its consequent influence on both 2002 and 2003 university application rates.

1. Demographics

Will the age group that typically goes directly to university from secondary school increase in size through the first half of the 2000s, and, if so, by how much? If students take four years to complete secondary school, they will be in their eighteenth year when they complete secondary school and when they enter university, and in their nineteenth year when they complete their first year. Unfortunately, the birth year used for school admission (January to December) does not neatly overlap the school year (September to June); consequently,

there is always some difficulty in matching age to school year status. In order to validate the projections for the 19-year-old cohorts for the first decade of the 2000s, we employed Statistics Canada census data and Ministry of Education grade enrolment data. The analysis is based on the information presented in Figure 107 employing Statistics Canada data that they adjusted to take into account census intervals and net immigration into the province.

**Figure 107: 19 Year Olds (Age at Last Birthday)
1990 - 2006**



The projections for the years 2001 to 2006 are a little higher than our school enrolment figures would suggest (based on years corresponding to appropriate grades) and the mid-1990s figures a little lower. The sharp drop from 1990 to 1991 is not consistent with the secondary school enrolments, but the projections from 2001 to 2006 appear to be realistic.

For purposes of this analysis, the increase in 19 year olds in 1999 and 2000 has the most relevance. The increase of 7,000 to 8,000 in the age group for the two years translates to only 2,000 potential university registrants (27% of the base Grade 9 enrolment). Since the 1999 to 2002 group of university applicants is made up of mainly five-year secondary school graduates, their impact will occur

a little later in terms of their age compared to the four-year graduates from the new cohort entering university in 2003. Discounting the double cohort, and based on previous patterns, we would expect an increase of about 3,000 new university registrants between 1999 and 2006 as a result of increased numbers of the relevant age group— in raw numbers, 42,000 direct from secondary school in 1999 to about 45,000 in 2006. In theory, most of this growth in university registrations would have occurred prior to 2002. However, this anticipated growth did not take place in 2000 and 2001 in spite of increasing numbers of applicants (see Figure 108, p 212). This pattern reaffirms the role of 'designated program spaces' in determining actual first year university registrations.

2. Secondary School Graduation Rates

Will secondary school graduation rates increase with the introduction of the new curriculum, thereby increasing the pool of students eligible to apply to university?

Table 36 presents the numbers of Ontario Secondary School Graduation Diplomas (OSSDs) granted between 1992 and 1999. More recent figures are not yet available from the Ministry of Education. Graduation rates were stable to the mid-1990s but increased sharply from 1997 to 1999. The increase in the number of diplomas granted is greater than the growth in the corresponding age group, but it is consistent with the introduction of a destreamed Grade 9 program in 1993. The vast majority of students experienced no credit loss in the Grade 9 destreamed program and entered Grade 10 with a full eight credits; as a result they were more likely to complete their secondary school program successfully.

Table 36: Ontario Secondary School Graduation Diplomas (1992-1999)

Year*	<u>OSSDs</u>
1992	104,616
1993	107,972
1994	107,560
1995	107,323
1996	105,493
1997	109,734
1998	112,103
1999	116,193

*Figures for 2000 and 2001 are not yet available from the Ministry of Education.

Since the restructured secondary school program reverts to a course-based evaluation in Grade 9 with a consequent increase in failure rates and loss of credits, will graduation rates decline? And, if they do decline, will that have an effect on university application rates?

The findings presented in this report on student progress in the restructured program indicate that a decline in graduation rates is inevitable. However, since the pool of students from which university applicants are drawn rarely experience credit loss, there should not be a decline in the proportion of that group seeking university entrance.

3. Relationship Between University Applications and Registrations

The relationship between university applications and actual registrations is quite complex and varies from program to program. The process of registering at a university involves several stages: applying, receiving an offer, confirming acceptance of the offer, registering, and then attending the university in question. Table 37 shows the status of university applicants who applied directly from secondary schools for 1999 and 2000 by the number of years spent in secondary school. These figures are very important as guidelines both in terms of admissions offers sent out by universities and in developing overall policy at a provincial level regarding university enrolments. Each university program establishes the number of available spaces for a given year. Decisions are made to send out offers to students (i.e. they have been accepted) based on past patterns, such as those presented in Table 37, that indicate the relationship between offers, confirmations and actual registrations. In order for the Government and universities to anticipate the potential registrations in a given year, 2003 for example, it is necessary to estimate this relationship between applications and registrations.

Table 37: Status of Ontario Secondary School Applicants to University as of Sept 1999 and Sept 2000, by Years in Secondary School

Application Status	Years in Secondary School:						Total (n)*	
	Four		Five		Six		99	'00
	99	'00	99	'00	99	'00		
Registered	69.9%	67.2%	73.9%	70.8%	59.3%	54.5%	40,592	39,890
Confirmed, but did not register	8.3	9.2	6.6	7.2	10.5	11.5	4,061	4,512
Received offer, but did not confirm	11.3	12.2	9.0	9.5	8.5	8.4	5,134	5,553
No offer	10.5	11.4	10.5	12.5	21.7	25.6	6,618	7,969
Total Applicants	4,548	4,779	45,671	47,353	6,186	5,792	56,405	57,924

*The four, five and six year categories were estimated based on applicants' birth years. Younger and older applicants (2,230 in 1999 and 2,038 in 2000) were excluded from the total.

Table 37 indicates that the registration rates were lower in 2000 than they were in 1999, although application rates were higher. This decrease was attributable in part to greater numbers of: (1) applicants confirming but not registering, (2) applicants who received an offer but did not confirm, and, more importantly, (3) applicants who did not receive an offer. If there is a major shift in the ratios of registrants to applicants caused by an increase or decrease in the ratio of offers to registrants, then program planning is confounded.

Information about whether the registrants actually attended the university was not available, but it is usually very few registrants who do not actually attend. It is difficult to know how many students applied only to programs requiring relatively high entry marks and who would have been eligible to register in other programs. The proportion of applicants who received no offer was quite substantial, especially for those who had taken six years to complete their secondary school requirements. A review of the marks data for applicants in 2000 indicated that the majority of students who did not receive offers applied to university with fewer

than six OAC credits, and their marks were lower than the marks of those who received offers in the courses for which they had credits. In general, it can be stated that a large proportion of the applicants who failed to receive an offer of university admission did not meet the minimum of requirements.

A greater proportion of five-year graduates than four- and six-year graduates actually registered. It is anticipated that this will change with the restructured program and that four-year graduates will be more successful in registering than five- or six-year graduates.

Note the large number of applicants who received an offer but did not attend an Ontario university in 2000 ('confirmed, but did not register' plus 'received offer, but did not confirm')—close to 10,000 applicants. If, for example, a greater proportion of those who confirmed in 2002 decided to enrol, it would have a dramatic impact on potential first year enrolments. This may happen in 2002 because of the sense of urgency felt by students to enrol in university before the double cohort year. Remember that universities take these previous patterns into account when planning first year enrolments.

Another confounding factor related to post-secondary educational projections is the large number of secondary school graduates who apply to both universities and colleges and the considerations that influence their decisions to give priority to attending one over the other. The first choice of many of these students is university and marks are the most important factor in determining their destinations. However, there are a number of oversubscribed college programs that are very attractive to prospective students. Table 38 shows the number of applicants to both university and college for five years, 1998 to 2002. About three-quarters of those who apply to both university and college apply directly from secondary school. In 2002, more applicants increased their opportunities to attend a post-secondary institution by applying to both college and university. Also, guidance counsellors indicated during our school visits that more students

than usual also applied to post-secondary institutions outside the province. It is easy to see how the determination of students applying to post-secondary education might be affected in the critical years of 2002 and 2003 by double counting and even triple counting students who apply to an Ontario college, university and to a post-secondary institution outside the province.

Table 38: Applicants to Both Ontario Universities and Colleges (Fall 1998 - Fall 2002)

Year	Applicants (n)
1998	13,350
1999	12,564
2000	12,947
2001	13,900
2002	15,167*

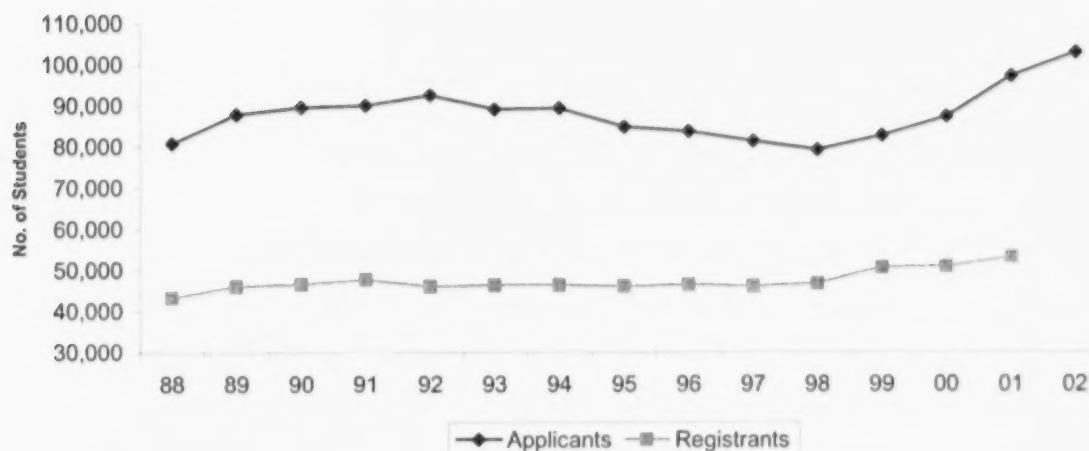
*This figure for 2002 is not final.

4. University Participation Rates

In the Phase 1 report we noted that enrolment in first year of university programs was essentially a function of designated program spaces. Since the vast majority of university programs are oversubscribed, program target numbers set by universities effectively predict total university first year enrolments. To ensure program targets are met, universities typically specify a range of average marks of incoming students on which to base admission decisions (e.g., University of Western Ontario, Fall 2001, Kinesiology – 77-79%). This procedure enables universities to approximate their enrolment targets each year. When we examine the relationship between application rates and registration rates presented in Figure 108, we note that application rates have varied over time while registration rates have remained about the same. The registration increase in 1999 was

related to the deliberate expansion of spaces in university programs supported by government funding. In the previous section, we noted that there was no increase in 2000 registrations in spite of the increase in application rates. It is clear that participation rates are not necessarily proportionate to the size of the age cohort or the proportion of secondary school graduates, but are essentially a function of available spaces in university programs. This being the case, in order to develop estimates of needed spaces for 2003, it is necessary to estimate the ratio between applications and registrations based on some optimum formula. Proportions such as 68 percent for the direct-from-secondary-school applicant group are being considered by decision makers based on previous years' application/registration ratios in order to provide sufficient university places.

Figure 108: University Applicants and Registrants, 1988-2002



Ironically, the question of making spaces available for "willing and qualified students" to ensure equitable opportunity for students affected by the double cohort has had to be addressed in 2002 because of the dramatic increase in university applications. Since this increase in applications comes from a combination of more students graduating in four years as well as more of the five-year graduates from the second to last cohort applying to university, the whole question of participation rates as it relates to the age cohort or previous

groups of graduates is thrown into disarray. For the first time in many years, enrolment decisions are taking into account the numbers of applicants. Although the number of university spaces has been increased for 2002, increases in spaces have not been made proportionately by programs or institutions and have increased mainly in Arts and Sciences.

5. Sources of Students

There are pronounced differences in university registration rates depending on the source of the applicants (e.g., direct from Ontario schools, out of country). When estimating university registrations for 2003, it is necessary to understand potential changes in the source of university applicants as well as the ratio of registrants to applicants for each source. Two broad categories of university applicants are examined below: those who apply directly from Ontario secondary schools, and those who do not apply directly.

a. First Year University Applicants Directly from Ontario Secondary Schools

Ontario students who apply to university while they are completing secondary school make up about 80 percent of university first year registrants. Table 39 illustrates the growth in applicants from this group between 1999 and 2002 and the relative stability of the registrants. The ratio of applicants to registrants is a useful estimate of future space planning requirements.

Table 39: First Year University Applicants & Registrants Direct from Ontario Secondary Schools (1999-2002)

Years	Applicants	Registrants	Ratio
1999	58,639	41,813	71.3
2000	59,962	40,941	68.3
2001	61,223	42,000*	68.6
2002	71,165		

* This 2001 registrant figure is an estimate based on registration/confirmation ratio in previous two years.

First year university applicants who applied directly from Ontario secondary schools can be divided into three groups based on years (four, five or six) spent in secondary school. Table 40 shows the proportion of registrants who came from these three groups between 1996 and 2002 (registration figures for 2001 and 2002 are estimated from previous confirmation to registration ratios). The proportion of four-year graduates who registered remained stable until 2001 when it began to rise and then jumped dramatically in 2002. The six-year group has declined and should continue to decline with the restructured secondary school program.

Table 40: University Registrants* Direct from Ontario Secondary Schools Who Took Four, Five & Six Years to Complete Secondary School (1996-2002;%)

Year	Years in Secondary School:		
	Four	Five	Six
1996	8.4	78.3	13.2
1997	8.3	80.0	11.7
1998	7.7	81.7	10.5
1999	7.8	83.1	9.0
2000	8.0	84.0	7.9
2001*	8.5	84.2	7.3
2002*	15.7	78.4	5.9

*Registrations are based on confirmations and confirmation-to-registration ratios from previous years.

Table 41 presents the ratios of applicants to registrants for the same three groups for the years 1996 to 2000. The ratios were about the same for the first four years and then dropped for 2000 (i.e., number of applicants increased, number of registrants remained about the same). Five-year graduates were most likely to register and six-year graduates were least likely.

Table 41: University Registrants Direct from Ontario Secondary Schools as a % of Applicants Who Took Four, Five & Six Years to Complete Secondary School (1996-2000)

Year	Years in Secondary School:		
	Four	Five	Six
1996	69.6	73.0	61.3
1997	69.3	73.6	61.5
1998	69.4	74.0	61.4
1999	69.9	73.9	59.3
2000	67.2	70.8	54.5

The numerical increase in the application rates of both four- and five- year graduates for 2002 (assuming an equivalent increase in registration rates) effectively decreases the pool of potential applicants from these groups for Fall 2003.

b. First Year University Applicants Not Directly from Ontario Secondary Schools

Applicants to Ontario universities who do not come directly from Ontario secondary schools can be divided into three distinct groups. The first includes Ontario graduates who have been out of school for one year or more. These applicants tend to be older than the other applicant groups. The second group comes from other Canadian provinces and territories and most apply while in their final year of secondary school. The third group applies from out of the country. Applicants from these groups are much less likely to register than students who apply directly from Ontario schools. From 1997 to 2000, the registration rates ranged from 37 to 43 percent for Ontario out-of-school applicants, 27 to 36 percent for other Canadian applicants, and, 27 to 33 percent for out of country applicants.

Numbers of applicants from all these groups have increased since 2000 with the increase in out-of-country applicants being most pronounced (see Table 42). The increase in applicants from Ontario may be related to double cohort concerns and the numbers may decline in 2003. In 2000, these three categories of applicants represented over 30 percent of applicants to Ontario universities but just under 20 percent of registrants.

Table 42: First Year University Applicants & Registrants Not Direct From Ontario Secondary Schools (1997 to 2002)

Year	Out of Country		Other Canada		Ontario	
	Applicants	Registrants	Applicants	Registrants	Applicants	Registrants
1997	3,026	832	7,349	2,008	15,615	5,748
1998	3,002	984	7,141	2,343	13,129	5,663
1999	3,707	1,206	7,706	2,540	12,623	5,203
2000	4,575	1,404	8,194	2,944	13,274	5,634
2001	7,219		9,701		19,016	
2002*	6,925		8,862		16,042	

*These 2002 applicant figures are not yet final and the registrant data are not yet available.

In 2003, because of the expected enrolment increases required, a reduction in offers to the out-of-Ontario groups, to make spaces available for Ontario's secondary school graduates, may be a viable option. However, since their numbers are relatively small, they add important diversity to university life, and since international students pay fees that offset a greater proportion of their education costs, this option may not be appropriate.

6. Impact of 2002 University Application Rates

We anticipated that there would be an increase in applicants to university in 2002 because of students' fears that the double cohort would decrease opportunities. It was assumed that most of the increase in applicants would come from the last old cohort finishing secondary school in four years instead of five and the second of the last cohorts finishing in five years instead of six, although this latter pattern would have a relatively small effect. However, the actual increase in applicants was much greater for 2002 than expected—over 10,000 students from the direct-from-secondary-school group. Over half were 'fast-tracking' old cohort students, but, unexpectedly, over 3,000 represented an increase in the proportions of the second to last cohort students who were taking five years in secondary school. While a small amount of the increase in five year applicants may have come from an increase in the size of the age group, most has come from a much higher proportion of five-year secondary school graduates applying to university than has been the case in the past. Perhaps all the talk of the double cohort has raised awareness of university acceptance opportunities and how they might be adversely affected in the years after 2002.

The universities have responded to the increase in applications by creating more spaces for 2002. The increase in spaces is reflected in the increase in confirmations to student applications for most, but not all, universities. Table 43 shows the extent of growth in first year student confirmations in Ontario universities between 2000 and 2002 (Table 37, p.209, illustrated the relationship between confirmations and registrations). These figures are based on student confirmations data received from OUAC.

Table 43: Changes in First Year Student Confirmations in Ontario Universities (2000 to 2002)

University	2000	2001		2002	
	n	n	% change from 2000	n	% change from 2001
Brock University	1,885	1,890	0	2,452	29.7
Carleton University	2,351	2,411	2.6	2,602	7.9
University of Guelph	3,290	3,090	-6.1	3,658	18.3
Lakehead University	735	622	-15.4	802	32.2
Laurentian University	927	873	-5.8	919	5.3
McMaster University	3,192	3,102	-2.8	3,993	28.7
University of Ottawa	2,500	2,584	3.4	3,242	25.5
Queen's University	2,301	2,147	-6.7	2,499	16.4
University of Toronto	6,844	7,544	10.2	7,925	5.1
Trent University	834	880	5.5	1,197	36.0
University of Waterloo	3,464	3,820	10.3	4,108	7.5
University of Western Ontario	4,453	4,610	3.5	4,674	1.4
University of Windsor	2,197	2,260	2.9	2,144	-5.1
York University	5,051	4,788	-5.5	6,239	33.9
Wilfrid Laurier University	1,985	2,386	20.2	1,969	-17.5
Ryerson Polytechnic University	2,603	2,512	-3.6	2,674	6.4
Nipissing University	321	319	0	365	14.4
Ontario College of Art & Design	354	340	-4.0	420	23.5
TOTALS	45,287	46,178	2.0	51,882	12.4

Overall there has been a 12.4 percent increase in confirmations from 2001 to 2002 in Ontario universities. Four universities (Brock, York, Lakehead, and Trent) have increased their confirmations by about one-third from 2001 to 2002. It should be noted that the overall increase in confirmations is not greatly affected by the increases at Lakehead and Trent due to their relatively small enrolments. McMaster, Ottawa and the Ontario College of Art and Design have increased their confirmations by about one-quarter from 2001 to 2002. Guelph, Queen's and Nipissing have increased their confirmations by between 10 and 20 percent from 2001 to 2002. The increase at Guelph followed a decrease of 6 percent from 2000 to 2001. Six universities had an increase of less than 10 percent (Carleton, Toronto, Laurentian, Waterloo, Ryerson and Western). The increase for Western was only 1.4 percent. Two universities had decreases in the

numbers of confirmations, Windsor and Wilfred Laurier. For Wilfred Laurier the decrease followed a large increase from 2000 to 2001. The schools with less than a 10 percent increase in confirmations make up over one-half of the total number of confirmations.

The ratio of confirmations to applicants was 75.5 percent in 2001 and is 72.9 percent in 2002. Therefore, proportionately fewer students will likely register in university in 2002 compared to previous years; i.e., more registrants but a lower ratio of registrants to applicants.

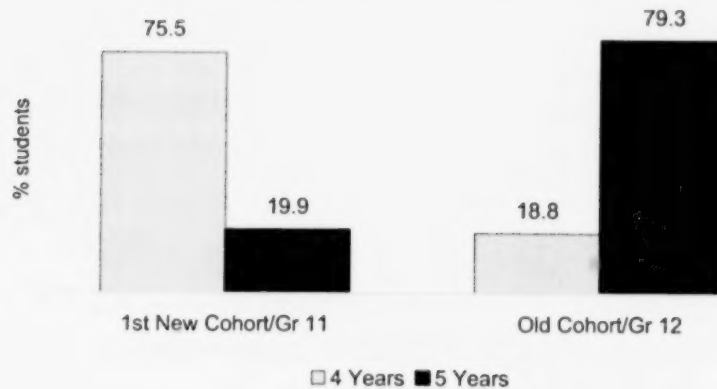
7. Student Plans

Three aspects of student planning have been introduced into the development of the estimate of university registrations for 2003. The first relates to the critical question of time spent in secondary school before graduation. It is still not clear whether the majority of students in the restructured secondary school program will take four or five years to graduate. The other two aspects relate to avoidance of the double cohort year; i.e., taking time off before attending university, and students applying to universities in other provinces.

1. Years Expected to Complete Secondary School

Figure 109 presents the response to the student survey question "How many years do you expect to take to graduate from high school, including Grade 9?". Those indicating "four and a half years" have been combined with the five-year group since they are most likely to attend university in the fall of the year, and those indicating "more than five years" have been excluded. Tables B110 and B111 in Appendix B provide more detail.

Figure 109: Years Expected to Graduate for Students Planning on University (1st New Cohort; Old Cohort)



Note: The totals are less than 100%. The remaining students plan to take more than five years to graduate or responded 'do not know' to the question.

More of the old cohort students indicated that they planned to graduate in four years when they were in Grade 12 compared to when they were in Grade 11 (20 vs. 13%; see Table B111 in Appendix B). This increase is reflected in the large increase of university applications in 2002 from this group, previously noted. At the same time, there were fewer students from the new cohort planning to complete in four years in Grade 11 compared to when they were in Grade 10 (a drop of 7%; see Table B110 in Appendix B). Of course, there are about three-quarters of both cohorts planning to graduate in the double cohort year. Nevertheless, the changes in the plans for years expected to complete secondary school for both cohorts combine to reduce the estimates of university registration numbers made in the Phase 1 report.

b. Plans to Take Time Off Before University

Do more students plan to take a year off in 2003-04 than has been the case in the past? Figure 110 presents the percentage of university-bound students planning to take time off from school after completing secondary school (mainly

four-year graduates from the first new cohort and five-year graduates from the last old cohort; see Tables B112 to B113 in Appendix B).

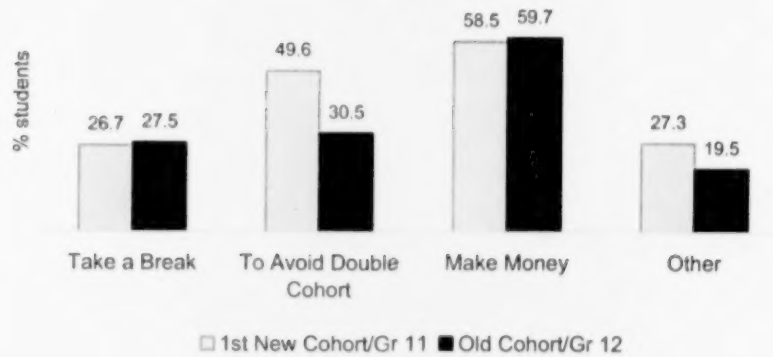
Figure 110: University-Bound Students Planning to Take Time Off Before Post-Secondary Education (1st New Cohort; Old Cohort)



The difference between the two cohorts is quite marked – over twice as many of the new cohort students plan to take time off than do the old cohort students. If they actually take time off, it effectively removes them from the pool of potential applicants in 2003. However, a similar pattern was found for the second of the new cohorts in Grade 10—11.4 percent planned to take time off. This may reflect a feeling that, for some young people, age 17 or 18 is too early to begin university.

Figure 111 presents the reasons that students offered for taking time off (see Tables B114 to B121 in Appendix B). The reasons were quite similar in proportion for both cohorts except for the much larger percentage of new cohort students indicating “to avoid the double cohort”. The increasing cost of post-secondary education is reflected in the majority of students from both groups indicating the need to make money.

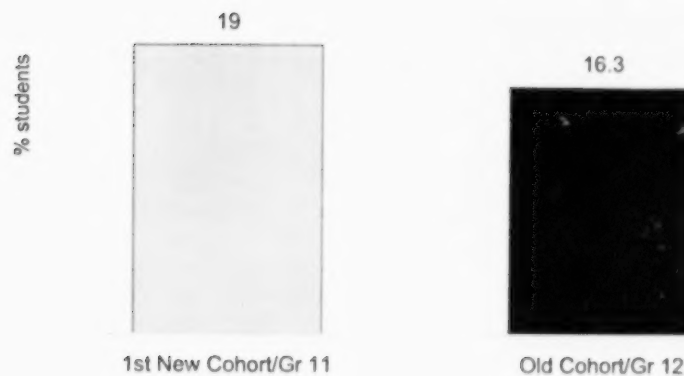
Figure 111: Reasons University-Bound Students Plan to Take Time Off Before Post-Secondary Education (1st New Cohort; Old Cohort)



c. Plans to Attend University Outside of Ontario

Another example of the double cohort concern affecting students is the large number planning on applying to universities outside Ontario (see Figure 112 and Tables B122 to B123 in Appendix B). Although we do not have comparative figures over time on the percentage of Ontario graduates attending university in other provinces, universities such as Dalhousie, University of New Brunswick, Acadia, and University of Manitoba, we have noted increases in Ontario applicants for 2002 (source: media reports).

Figure 112: University-Bound Students Planning on Post-Secondary Education Outside of Ontario (% 'yes'; 1st New Cohort; Old Cohort)



8. Student Progress Through Secondary School

Over three-quarters (76.5%) of the students in the first new cohort of the restructured program who took Academic courses obtained 16 or more credits after two years in secondary school (see Figure 37, p.92). Our analysis of Grade 11 timetables of those new cohort students who plan on university indicated that the vast majority were registered in eight courses in Grade 11. It appears that the first cohort of students who plan on university are progressing at a rate that is consistent with graduation in four years. However, it was possible to meet university admission requirements in four years in the previous program, and the majority of students in the first years of that program planned to do so. A number of factors intervened until the normative period in secondary school became five years. Many of these same forces are still at play (e.g., missing out on a full range of educational opportunities, being too young to attend university), but the timetabling roadblocks in Mathematics and Sciences have been effectively removed. In summary, it is likely that the majority of first cohort students from the restructured program will graduate in four years.

C. Estimating Required University Registrations in 2003

The analysis that follows is based on first year university student spaces needed for 2003 rather than the number of applications expected. Potential registration figures are based on the ratio of registration to application for students from six sources from previous years adjusted in terms of the variables noted in the previous sections. Registration rates are not perfectly correlated with the application rates (e.g. year 2000) but are a useful indicator. Preliminary application figures for 2003 will be available in late 2002, in time to guide last minute planning for Fall 2003.

The increase in university applications for Fall 2002 and the uncertainty regarding planning for the double cohort makes it difficult to accurately estimate application/registration rates for Fall 2003. Estimates of students taking time off after graduation, applying to universities outside the province, in many cases as a fallback position, and taking five rather than four years to graduate are directly related to perceived opportunities for university admission. Many potential 2003 university registrants have already left the pool of candidates by applying in 2002. Many more will avoid applying in 2003 if uncertainties are still present. The additional student spaces created in 2002, although not evenly balanced across universities and programs, have the effect of reducing the size of the increase needed for 2003. Nevertheless, the following estimates are presented with appropriate qualifications. Each of the six groups is treated separately and then aggregated: (1) other countries; (2) other provinces and territories; (3) Ontario graduates out of secondary school at least one year; (4) Ontario six-year graduates (second to last old cohort in secondary school); (5) Ontario five-year graduates (last old cohort); and, (6) Ontario four-year graduates (first new cohort).

Each of the following student source sections has a table that contains the registration numbers for the year 2000, and estimates for the years 2002 and 2003. Year 2000 was used as a base for planning growth because it was used

as a starting point for Phase 1 of the study. Year 2002 has been added because the increase in projected enrolments for this year has direct implications for estimating 2003 university enrolments. We have not included a separate section for private schools because, in the larger picture, their numbers are relatively small. Nevertheless, we have adjusted the direct from secondary school figures to take into account graduation-rate differences for private schools (i.e., a greater proportion of four-year graduates from the old cohort and a greater proportion of four-year graduates expected from the new cohort).

1. Other Countries

Applications of students from other countries to Ontario universities increased in 2001 and 2002 (see Table 44). We have estimated registration rates in 2002 based on previous patterns. It is unlikely that the double cohort year will have much influence on students applying from other countries, and, therefore, the number of applicants should remain about the same as in 2001 and 2002.

Table 44: Estimating Year 2003 University Registrants from Other Countries

Year	Registrants
2000	1,404
2002	2,000
2003	2,000

2. Other Provinces and Territories

The applications from other provinces and territories were up a little in year 2001 and 2002 (see Table 45). Concerns about the double cohort may discourage some potential applicants; therefore, we have kept the 2003 estimate at about the same as the year 2000 enrolments, a decline over 2002.

Table 45: Estimating Year 2003 University Registrants from Other Provinces & Territories

Year	Registrants
2000	2,944
2002	3,200
2003	3,000

3. Ontario Secondary School Graduates

a. Out-of-School Graduates

In 2002, there was a dramatic increase in applications to universities by Ontario applicants who have been out of secondary school a year or more; there is a resultant increase in registrants from this group (see Table 46). It would appear that this increase is related to concerns about opportunities in 2003. There should be a substantial decline in applicants in 2003 from this source. We have estimated a slightly lower rate than in 2000.

Table 46: Estimating Year 2003 University Registrations for Ontario Out-of-School Applicants

Year	Registrants
2000	5,634
2002	6,700
2003	5,500

b. Six-Year Graduates

The six-year graduates applying to universities come from the second to last of the old cohorts. Their numbers were declining up to 2000, and we anticipate that decline to continue in 2003 in spite of the surge in 2002 (see Table 47). The

decline should be greater for six-year graduates in succeeding years if four year graduation becomes the norm.

Table 47: Estimating Year 2003 University Registrations for Ontario Six-Year Graduates

Year	Registrants
2000	3,159
2002	3,600
2003	3,000

c. Five-Year Graduates

This group of five-year graduates represents the majority of students from the last of the old cohorts who will apply to university. Their uncertainty about university spaces in 2003 was manifested in the increase in students who decided to apply to university in 2002 after four years in secondary school. When they were in Grade 12, slightly more of these students planned on taking an extra year or a year off than was the case when they were in Grade 11. Nevertheless, the decline in this group as a proportion of 2003 university applicants in comparison with 2000 comes mainly from the number who would have been expected to graduate in five years but decided to complete in four (see Table 48); i.e., our estimate for 2003 is less than the numbers of this category of students registering in universities in 2000.

Table 48: Estimating Year 2003 University Registrations for Ontario Five-Year Graduates

Year	Registrants
2000	32,900
2002	36,000
2003	30,000

d. Four-Year Graduates

These students will be the first of the new cohort graduates and in 2003 will combine with the five-year graduates of the last of the old cohorts and the six-year graduates of the second to last old cohort as potential university registrants. In the years up to 2003, this group represented a small minority of university registrants, but in 2003 and beyond the Ministry of Education anticipates that it will represent the majority of students (Table 49). However, the size of this group has probably declined from Phase 1 predictions in light of changes in their plans from Grade 10 to Grade 11: more of them plan on taking five years than they did when they were in Grade 10; many plan on applying to a university outside the province; and, a significant proportion plan on taking a year off prior to attending university.

**Table 49: Estimating Year 2003 University Registrations
for Ontario Four-Year Graduates**

Year	Registrants
2000	3,200
2002	7,190
2003	25,000

4. Summary Estimate of First Year University Enrolment Needs for 2003

The estimated first year university space needs for students registering for the first time in 2003 are summarized in Table 50. Numbers for 2002 are based on confirmations to university offers and adjusted to registration rates based on previous patterns. However, because applicants have applied to more universities than in the past, registrations rates may be slightly exaggerated in 2002.

Table 49: Predicting First Year University Student Space Requirements in 2003

Student Sources	2000		2002		2003	
	n	%	n	%	n	%
In Ontario Secondary School:						
4 years	3,200	6.3	7,190	12.0	25,000	36.5
5 years	33,520	66.1	36,000	61.5	30,000	43.8
6 & more years	3,984	7.9	3,600	6.2	3,000	4.4
Ontario Out of School at least one year	5,634	11.1	6,700	11.4	5,500	8.0
Other Countries	1,404	2.8	2,000	3.4	2,000	2.9
Other Provinces/ Territories	2,944	5.8	3,200	5.5	3,000	4.4
Total	50,686	100	58,690*	100	68,500	100

*The 2002 figures are based on the previous year's confirmations/registration ratios.

The projected fall enrolments for 2002 are 15.8 percent greater than actual registrations in 2000. Therefore, the increase projected between 2002 and 2003 is much less than anticipated. The increase between 2000 and 2003 is 35.1 percent, but only 16.7 percent over 2002. While this would have meant planning for about 18,000 new students between 2000 and 2003, the anticipated increase between 2002 and 2003 is only about 10,000. Again, it must be remembered that these numbers neither include re-registrants nor students who apply directly to universities. This latter group includes students who have been recruited by universities and because of pressures on 2003 enrolments may decrease. At least one major university has indicated they will not overtly recruit for 2003 students.

It is important to restate the need for clarification to students and their parents regarding plans for university spaces in 2003 as soon as possible.

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Ministry of Education

Double Cohort Survey

Grade 10 (Oct/01)

(00/01 Grade 9 Cohort)

(aussi disponible en français)

FOR OFFICE USE ONLY	
School name:	
School Identification number:	label area
Student MIN number:	
School's student number:	

To the Student:

We are asking you to complete this questionnaire for the Double Cohort Study. Although you are part of the group that follows the two groups of students who may be graduating in the spring of 2003, information about your educational plans and school achievement is just as important for educational planning. The purpose of this study is to obtain information about your high school plans and your achievement so that we may better prepare to help you meet your goals after high school.

Your contribution is significant to the success of this study. However, your participation is voluntary.

When you have completed the questionnaire (it should take you between 15 and 20 minutes), do not sign it. The numbers on this cover page will allow us to link your responses with other information to be collected in the future. Your personal information, however, will be kept confidential.

Your principal will be receiving a summary of the combined results to share with you.

We appreciate your involvement in this important study. If you have any questions, please ask your teacher.

Instructions: Please read and answer each question carefully. For most of the questions, please place a check mark in the box to the right of the question.

For a few questions, you may write your response in the space provided.

When you have completed the questionnaire, place it face down in front of you, and wait for your teacher's instructions.

1. Are you male or female?

Male ☐

Female ☐

2. When were you born? For example, if you were born on September 8, 1986, you would write in the boxes beside 'Day', in the boxes beside 'Month', and in the boxes beside 'Year'.

a. Day

b. Month (Jan = 01, Feb = 02, etc.)

c. Year

3. What type of course did you take last school year in English, Mathematics and Science? (Place a check mark in only one box for each course.)

	Academic	Applied	Other	Did not take
English	☐	☐	☐	☐
Math	☐	☐	☐	☐
Science	☐	☐	☐	☐

4. What type of course are you taking this school year (both semesters) in English, Mathematics and Science. (Place a check mark in only one box for each course.)

	Academic	Applied	Other	Not taking this year
English	☐	☐	☐	☐
Math	☐	☐	☐	☐
Science	☐	☐	☐	☐

5. What was your final mark last year for English, Science, and Mathematics? Do not include summer school courses. If you took more than one course in a subject, average the two marks. Also, give your average for all courses that you took.

English % Science % Math % average %
(all courses)

6. How many regular school year and summer school credits have you successfully completed so far?
- | | |
|---|-----------------------------|
| Regular
School Year
Credits | Summer
School
Credits |
| <input type="text"/> <input type="text"/> | <input type="text"/> |

7. Did you take a summer school course this past summer?

Yes ☐

No ☐

- a. If you answered 'Yes', what was the main reason that you took a summer course this past summer?
(Place a check mark in **only one** box.)

To make up a failed/missing credit ☐

To raise a mark ☐

To reduce workload in later grades ☐

To be able to graduate sooner ☐

Other (please write in) _____ ☐

- b. If you completed a summer school course(s) this past summer, list the course(s), grade and course type(s) (e.g., Math, Grade 9, Applied).

8. How important was each of the following when you selected your courses for this year?

	Very Important	Somewhat Important	Not very Important	Not at all Important
How difficult the courses are	☐	☐	☐	☐
Planning to go to college	☐	☐	☐	☐
Planning to go to university	☐	☐	☐	☐
Planning to get a job right after high school	☐	☐	☐	☐
Interested in a more theoretical approach to learning	☐	☐	☐	☐
Interested in a more practical approach to learning	☐	☐	☐	☐
Parent(s) or guardian(s)	☐	☐	☐	☐
Guidance counsellor	☐	☐	☐	☐
Teacher-adviser	☐	☐	☐	☐
Other teacher(s)	☐	☐	☐	☐
Friends take same courses	☐	☐	☐	☐
Cost of going to a college or university	☐	☐	☐	☐
How well you did in the courses you took last year	☐	☐	☐	☐
Your career interests	☐	☐	☐	☐
Keeping your career options open	☐	☐	☐	☐
Annual Education Plan	☐	☐	☐	☐
Career information (e.g., from TV, the internet, newspapers, brochures)	☐	☐	☐	☐
Other (please write below)	☐	☐	☐	☐

9. On average, how many **hours per week** do you usually spend on homework? (Place the number of hours in the box(es), rounded to the nearest hour.)

10. Do you currently have a part-time job(s) for which you are paid?

Yes

☐

No

☐

If you answered 'Yes', indicate the number of hours you usually work in a week.

During the week (Monday to Thursday)

On the weekend (Friday to Sunday)

11. Which of the following best describes what you expect to do in the future? (Place a check mark in **only one** box.)

Leave before graduating from high school and go to work

☐

Graduate from high school and go to work

☐

Graduate from high school and attend college

☐

Graduate from high school and attend university

☐

Graduate from high school and enter an apprenticeship program for a trade (e.g., to be an electrician, plumber or hairdresser)

☐

Other (please write here) _____

☐

Uncertain

☐

12. Have you participated in any of the following career-related experiences while in high school? (Place a check mark beside all the activities you participated in.)

Career Fairs/Career Days

☐

Workplace/Industry Tours

☐

Job Shadowing (e.g., 'Take our kids to work day')

☐

Other school-based work experiences (please write below)

☐

13. Are you or will you be taking a credit(s) in cooperative education (co-op) this school year?

Yes ☐

No ☐

If you answered 'Yes', in what subject area is your co-op placement?

_____ ☐

14. Are you planning to take cooperative education (co-op) in Grade 11 or 12?

Yes ☐

No ☐

Don't know ☐

15. Do you plan to participate in the Ontario Youth Apprenticeship Program (OYAP) while in high school?

Yes ☐

No ☐

Don't know ☐

16. Do you plan to take off a year or more after high school before attending college or university? (Place a check mark in only one box.)

Yes ☐

No ☐

Don't know ☐

Don't plan to attend college or university ☐

17. What type of work are you thinking of doing when you have finished your education (for example, automotive mechanic, teacher, chef, dentist, computer programmer)? (Please write below.)

18. How important have each of the following been in influencing your educational and career plans?

	Very Important	Somewhat Important	Not very Important	Not at all Important
Parent(s) or guardian(s)	☐	☐	☐	☐
Teacher-adviser	☐	☐	☐	☐
Other teacher(s)	☐	☐	☐	☐
Guidance counsellor	☐	☐	☐	☐
Friend(s)	☐	☐	☐	☐
Someone you admire who does the work you would like to do	☐	☐	☐	☐
Preparing your Annual Education Plan	☐	☐	☐	☐
Participation in career-related activities (e.g., job shadowing, career day)	☐	☐	☐	☐
Career information (e.g., from TV, internet, newspapers, brochures)	☐	☐	☐	☐
Other (please write below)	☐	☐	☐	☐

19. How many years do you expect to take to graduate from high school, including Grade 9? (Please place a check mark in only one box.)

Four years or less	☐
Four and one-half years	☐
Five years	☐
More than five years	☐
Don't expect to graduate	☐
Don't know	☐

20. All students in the new program are required to complete 40 hours of community involvement activities. What activity/activities have you done, or are you planning to do? *(Please list them below.)*

21. How many hours of community involvement activities have you completed so far? *(Please write in the number of hours; if none, write 0 0 .)*

0	0
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--	--

22. Were you able to take all the courses you wanted to take this school year?

Yes ☐

No ☐

If you answered 'No', **what** was the course(s) you could not take, and **why** could you not take it (them)? *(Please place a check mark in only one box per course.)*

Course & Grade: (e.g., visual arts – Grade 10; cooperative education)

_____	course not available	☐
	not enough students to offer course	☐
	already had eight courses	☐
	other <i>(Please write in)</i> _____	☐

Course & Grade:

_____	course not available	☐
	not enough students to offer course	☐
	already had eight courses	☐
	other <i>(Please write in)</i> _____	☐

Thank you very much for completing this questionnaire.

Double Cohort Survey

Grade 11 (Sep 27/01)

(99/00 Grade 9 Cohort)

(aussi disponible en français)

FOR OFFICE USE ONLY	
School name:	
School Identification number:	label area
Student MIN number:	
School's student number:	

To the Student:

We are asking you to complete this second questionnaire for the Double Cohort Study. As you know, two groups of students will be graduating in the spring of 2003, one group from the old secondary school program, and the other from the new four-year program. This will mean that more students will be graduating in 2003 than in previous years. The purpose of this study is to obtain information about your high school plans and your achievement so that we may better prepare to help you meet your goals after high school.

If you were able to participate in the survey last fall, you will notice that some of the questions are the same. That is because you may now have different plans and some of your activities may have changed.

Your contribution is significant to the success of this study. However, your participation is voluntary.

When you have completed the questionnaire (it should take you between 15 and 20 minutes), do not sign it. The numbers on this cover page will allow us to link your responses with other information collected. Your personal information, however, will be kept entirely confidential.

Your principal will be receiving a summary of the combined school results to share with you.

We appreciate your involvement in this important study. If you have any questions about the study, please ask your teacher.

Double Cohort Survey – Grade 11

Instructions: Please read and answer each question carefully. For most of the questions, please place a check mark in the box to the right of the question.

For a few questions, you may write your response in the space provided.

When you have completed the questionnaire, place it face down in front of you, and wait for your teacher's instructions.

1. Are you male or female?

Male ☐

Female ☐

2. When were you born? For example, if you were born on September 8, 1985, you would write in the boxes beside 'Day', in the boxes beside 'Month', and in the boxes beside 'Year'.

a. Day

b. Month (Jan = 01, Feb = 02, etc.)

c. Year

3. List the English, Math and Science courses that you took **last** school year and your final mark in each course. If a course was not Academic or Applied, write in 'Other' for Course Type. (Please estimate the final mark if you cannot remember exactly.)

example: Course	Grade	Course Type	Final mark
English	10	Academic	7 3 %
Math	9	Academic	7 8 %
Math	10	Applied	6 5 %
Science	10	Academic	6 9 %

Course	Grade	Course Type	Final mark
			%
			%
			%
			%
			%

Double Cohort Survey – Grade 11

4. List the English, Math and Science courses that you are or will be taking **this** school year.

example:	<u>Course</u>	<u>Grade</u>	<u>Course Type</u>
	English	11	University
	Math	11	College
	Math	10	Academic
	Biology	11	University

<u>Course</u>	<u>Grade</u>	<u>Course Type</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. How many regular school year and summer school credits have you **successfully completed** so far?
- | | |
|---|-----------------------------|
| Regular
School Year
Credits | Summer
School
Credits |
| <input type="text"/> <input type="text"/> | <input type="text"/> |

6. Did you take a summer school course this past summer?

Yes ☐

No ☐

- a. If you answered 'Yes', what was the **main** reason that you took a summer school course this past summer? (Place a check mark in **only one** box.)

To make up a failed/missing credit ☐

To raise a mark ☐

To reduce workload in later grades ☐

To be able to graduate sooner ☐

Other (please write in) _____ ☐

- b. If you completed a summer school course this past summer, list the course, grade and course type (e.g., Math, Grade 10, Applied).
- _____

7. On average, how many hours per week do you usually spend on homework? (*Place the number of hours in the box(es), rounded to the nearest hour.*)

8. Do you currently have a part-time job(s) for which you are paid?

Yes

☐

No

☐

If you answered 'Yes', indicate the number of hours you usually work in a week.

During the week (Monday to Thursday)

On the weekend (Friday to Sunday)

9. Which of the following best describes what you expect to do in the future?
(Place a check mark in only one box.)

Leave before graduating from high school and go to work

☐

Graduate from high school and go to work

☐

Graduate from high school and attend college

☐

Graduate from high school and attend university

☐

Graduate from high school and enter an apprenticeship program for a trade (e.g., to be an electrician, plumber or hairdresser)

☐

Other (*please write in*) _____

☐

Uncertain

☐

Double Cohort Survey – Grade 11

10. Do you plan to take off a year or more after high school before attending college or university? (Place a check mark in only one box.)

Yes ☐

No ☐

Don't know ☐

Do not plan to attend college or university ☐

If you answered 'Yes', why do you plan to take a year or more off?
(Place a check mark in all the boxes that apply.)

a. To take a break from school ☐

b. To avoid the double cohort ☐

c. To make money to be able to pay for college or university ☐

d. Other (Please write below) ☐

11. Have you participated in any of the following career-related experiences while in high school?

*(Place a check mark beside **all** the activities you participated in.)*

- | | | |
|----|--|--------------------------|
| a. | Career Fairs/Career Days | ☐ |
| b. | Workplace/Industry Tours | ☐ |
| c. | Job Shadowing (e.g., 'Take our kids to work day') | ☐ |
| d. | Cooperative Education | ☐ |
| e. | Ontario Youth Apprenticeship Program (OYAP) | ☐ |
| f. | Other school-based work experiences
<i>(Please write below)</i> | ☐ |

Double Cohort Survey – Grade 11

12. Are you or will you be taking a credit(s) in cooperative education (co-op) this school year?

Yes ☐

No ☐

- a. If you answered 'Yes' to question 12, in what subject area is your co-op?

- b. If you answered 'Yes' to question 12, is your co-op experience related to your career plans?

Yes, closely related ☐

Yes, partly related ☐

No ☐

Don't know yet ☐

- c. If you are not taking co-op this year, what is the main reason?
(Place a check mark in only one box.)

Not interested in co-op ☐

Taking co-op would prevent me from graduating in four years ☐

No placement available in my area of interest ☐

Not possible to schedule co-op in my timetable ☐

Other (please write in) _____ ☐

13. Are you planning to take co-op in Grade 12?

Yes ☐

No ☐

Don't know ☐

If you are **not** planning to take co-op in Grade 12, what is the **main** reason? (Place a check mark in **only one** box.)

Not interested in co-op ☐

Taking co-op would prevent me from graduating
in four years ☐

No placement available in my area of interest ☐

Not possible to schedule co-op in my timetable ☐

Other (please write in) _____ ☐

14. Are you participating in the Ontario Youth Apprenticeship Program
(OYAP) this school year?

Yes ☐

No ☐

15. Are you planning to participate in OYAP in Grade 12?

Yes ☐

No ☐

Don't know ☐

Double Cohort Survey – Grade 11

16. How important have each of the following been in influencing your educational and career plans?

	Very Important	Somewhat Important	Not very Important	Not at all Important
Parent(s) or guardian(s)	☐	☐	☐	☐
Teacher-adviser	☐	☐	☐	☐
Other teacher(s)	☐	☐	☐	☐
Guidance counselor	☐	☐	☐	☐
Friend(s)	☐	☐	☐	☐
Preparing your Annual Education Plan	☐	☐	☐	☐
Career Studies Course	☐	☐	☐	☐
Someone you admire who does the work you would like to do	☐	☐	☐	☐
Participation in career-related activities (e.g., job shadowing, career day)	☐	☐	☐	☐
Career information (e.g., from TV, internet, newspapers, brochures)	☐	☐	☐	☐
Other (please write below)	☐	☐	☐	☐

17. How many years do you expect to take to graduate from high school, including Grade 9? (Place a check mark in only one box.)

Four years or less ☐

Four and one-half years ☐

Five years ☐

More than five years ☐

Don't expect to graduate ☐

Don't know ☐

18. If you plan to go on to post-secondary education, do you expect to attend a college or university outside of Ontario?

Yes ☐

No ☐

Don't know ☐

Do not plan to attend college or university ☐

19. All students in the new program are required to complete 40 hours of community involvement activities. What activity/activities have you done, or are you planning to do? *(Please list them below.)*

20. How many hours of community involvement activities have you completed so far? *(Please write in the number of hours; if none, write*

0	0
---	---

.)

--	--

21. Were you able to take all the courses you wanted to take this school year?

Yes ☐

No ☐

If you answered 'No', **what** was the course(s) you could not take, and **why** could you not take it (them)? (Place a check mark in **only one** box per course.)

Course & Grade: (e.g., visual arts – Grade 11; Ontario Youth Apprenticeship Program; cooperative education)

_____ course not available ☐
not enough students to offer course ☐
already had eight courses ☐
other (please write in) _____ ☐

Course & Grade:

_____ course not available ☐
not enough students to offer course ☐
already had eight courses ☐
other (please write in) _____ ☐

Thank you very much for completing this questionnaire.

Double Cohort Survey

Grade 12 (Sep 27/01)

(98/99 Grade 9 Cohort)

(aussi disponible en français)

FOR OFFICE USE ONLY	
School name:	
School Identification number:	label area
Student MIN number:	
School's student number:	

To the Student:

We are asking you to complete this second questionnaire for the Double Cohort Study. As you know, two groups of students will be graduating in the spring of 2003, one group from the old secondary school program, and the other from the new four-year program. This will mean that more students will be graduating in 2003 than in previous years. The purpose of this study is to obtain information about your high school plans and your achievement so that we may better prepare to help you meet your goals after high school.

If you were able to participate in the survey last fall, you will notice that some of the questions are the same. That is because you may now have different plans and some of your activities may have changed.

Your contribution is significant to the success of this study. However, your participation is voluntary.

When you have completed the questionnaire (it should take you between 15 and 20 minutes), do not sign it. The numbers on this cover page will allow us to link your responses with other information collected. Your personal information, however, will be kept entirely confidential.

Your principal will be receiving a summary of the combined school results to share with you.

We appreciate your involvement in this important study. If you have any questions about the study, please ask your teacher.

Double Cohort Survey – Grade 12

Instructions: Please read and answer each question carefully. For most of the questions, please place a check mark in the box to the right of the question.

For a few questions, you may write your response in the space provided.

When you have completed the questionnaire, place it face down in front of you, and wait for your teacher's instructions.

1. Are you male or female?

Male

☐

Female

☐

2. When were you born? For example, if you were born on September 8, 1984, you would write in the boxes beside 'Day', in the boxes beside 'Month', and in the boxes beside 'Year'.

a. Day

b. Month (Jan = 01, Feb = 02, etc.)

c. Year

3. List the English, Math and Science courses that you took last school year and your final mark in each course. (Please estimate the final mark if you cannot remember exactly.)

e.g.:	Course	Grade	Course Type	Final mark
	English	11	Advanced	7 3 %
	English	12	Advanced	7 8 %
	Math	11	General	6 5 %
	Biology	11	Advanced	6 9 %

Course	Grade	Course Type	Final mark
_____	_____	_____	%
_____	_____	_____	%
_____	_____	_____	%
_____	_____	_____	%
_____	_____	_____	%

Double Cohort Survey – Grade 12

4. List the English, Math and Science courses that you are or will be taking this school year.

e.g.:	<u>Course</u>	<u>Grade</u>	<u>Course Type</u>
	English	12	Advanced
	English	OAC	OAC
	Math	12	General
	Physics	12	Advanced

<u>Course</u>	<u>Grade</u>	<u>Course Type</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Did you take a summer school course this past summer?

Yes ☐

No ☐

- a. If you answered 'Yes', what was the main reason that you took a summer school course this past summer? (Place a check mark in only one box.)

To make up a failed/missing credit ☐

To raise a mark ☐

To reduce workload in later grades ☐

To be able to graduate sooner ☐

Other (please write in) _____ ☐

- b. If you completed a summer school course this past summer, list the course, grade and course type (e.g., Math, Grade 11, General).

- | | Regular
School Year
Credits | Summer
School
Credits |
|---|---|---|
| 6. How many regular school year and summer school credits have you successfully completed so far? | <input type="text"/> <input type="text"/> | <input type="text"/> |
| 7. On average, how many hours per week do you usually spend on homework? (<i>Place the number of hours in the box(es), rounded to the nearest hour.</i>) | | <input type="text"/> <input type="text"/> |
| 8. Do you currently have a part-time job(s) for which you are paid? | | |
| | Yes | ☐ |
| | No | ☐ |
| If you answered 'Yes', indicate the number of hours you usually work in a week. | | |
| | During the week (Monday to Thursday) | <input type="text"/> <input type="text"/> |
| | On the weekend (Friday to Sunday) | <input type="text"/> <input type="text"/> |
| 9. Which of the following best describes what you expect to do in the future?
(Place a check mark in only one box.) | | |
| Leave before graduating from high school and go to work | | ☐ |
| Graduate from high school and go to work | | ☐ |
| Graduate from high school and attend college | | ☐ |
| Graduate from high school and attend university | | ☐ |
| Graduate from high school and enter an apprenticeship program for a trade (e.g., to be an electrician, plumber or hairdresser) | | ☐ |
| Other (<i>please write in</i>) _____ | | ☐ |
| Uncertain | | ☐ |

Double Cohort Survey – Grade 12

10. How many OACs have you completed to date?

11. What OACs are you taking this school year?

(Place a check mark beside each OAC that you are taking.)

ADAOAC	Drama	☐	HWMOAC	History World Issues	☐
AMUOAC	Music	☐	HXEOAC	Economics	☐
AMVOAC	Music – Vocal	☐	HZPOAC	Philosophy	☐
AVIOAC	Visual Arts	☐	LWEOAC	Spanish	☐
BACOAC	Accounting/Accountancy	☐	LWGOAC	German	☐
BECOAC	Economics	☐	LWSOAC	Spanish	☐
BLWOAC	Law	☐	MAGOAC	Math Algebra and Geometry	☐
BOAOAC	Administrative Studies	☐	MCAOAC	Calculus	☐
DCCOAC	Computers and Problem solving	☐	MFNOAC	Finite Math	☐
ELIOAC	English Literature	☐	NFOOAC	Families in Canadian Society	☐
ENGOAC	English	☐	PPBOAC	Physical and Health Education	☐
EWCOAC	English Writer's Craft	☐	PPSOAC	Physical and Health Education	☐
FSFOAC	French	☐	SBIOAC	Biology	☐
FSGOAC	French	☐	SCHOAC	Chemistry	☐
GCEOAC	Geography Environment and Economy	☐	SPHOAC	Physics	☐
GWIOAC	Geography World Issues	☐	SSOOAC	Science in Society	☐
HCNOAC	History – North American Perspective	☐	Other (please write in)	☐	
HPOOAC	Politics	☐			

12. Have you participated in any of the following career-related experiences while in high school? (*Place a check mark beside all your activities.*)

- a. Career Fairs/Career Days ☐
- b. Workplace/Industry Tours ☐
- c. Job Shadowing (e.g., 'Take our kids to work day') ☐
- d. Cooperative Education ☐
- e. Ontario Youth Apprenticeship Program (OYAP) ☐
- f. Other school-based work experiences ☐
(*please write below*)

13. Are you or will you be taking a credit(s) in cooperative education (co-op) this school year?

Yes ☐

No ☐

- a. If you answered 'Yes' to question 13, in what subject area is your co-op? _____

- b. If you answered 'Yes' to question 13, is your co-op experience related to your career plans?

Yes, closely related ☐

Yes, partly related ☐

No ☐

Don't know yet ☐

- c. If you are not taking co-op this year, what is the main reason?
(Place a check mark in only one box.)

Not interested in co-op ☐

Taking co-op would prevent me from graduating in four years ☐

No placement available in my area of interest ☐

Not possible to schedule co-op in my timetable ☐

Other (please write in) _____ ☐

14. Are you participating in the Ontario Youth Apprenticeship Program (OYAP) this school year?

Yes ☐

No ☐

15. Do you plan to take off a year or more after high school before attending college or university? (Place a check mark in only one box.)

Yes ☐

No ☐

Don't know ☐

Do not plan to attend college or university ☐

If you answered 'Yes', why do you plan to take a year or more off?
(Place a check mark in all the boxes that apply.)

a. To take a break from school ☐

b. To avoid the double cohort ☐

c. To make money to be able to pay for college or university ☐

d. Other (please write below) ☐

Double Cohort Survey – Grade 12

16. How many years do you expect to take to graduate from high school, including Grade 9? (Place a check mark in **only one** box.)

Four years or less ☐

Four and one-half years ☐

Five years ☐

More than five years ☐

Don't expect to graduate ☐

Don't know ☐

17. If you plan to go on to post-secondary education, do you expect to attend a college or university outside of Ontario?

Yes ☐

No ☐

Don't know ☐

Do not plan to attend college or university ☐

18. How important have each of the following been in influencing your educational and career plans?

	Very Important	Somewhat Important	Not very Important	Not at all Important
Parent(s) or guardian(s)	☐	☐	☐	☐
Teacher-adviser	☐	☐	☐	☐
Other teacher(s)	☐	☐	☐	☐
Guidance counselor	☐	☐	☐	☐
Friend(s)	☐	☐	☐	☐
Someone you admire who does the work you would like to do	☐	☐	☐	☐
Participation in career-related activities (e.g., co-op, work experience, Ontario Youth Apprenticeship Program)	☐	☐	☐	☐
Career information (e.g., from TV, internet, newspapers, brochures)	☐	☐	☐	☐
Other (<i>please write below</i>)	☐	☐	☐	☐

19. Were you able to take all the courses you wanted to take this school year?

Yes ☐

No ☐

- a. If you answered 'No', **what** was the course(s) you could not take, and **why** could you not take it (them)? (*Place a check mark in **only one** box per course.*)

Course & Grade: (e.g., visual arts—Grade 11, Ontario Youth Apprenticeship Program, cooperative education)

_____ course not available ☐

not enough students to offer course ☐

already had eight courses ☐

other (*Please write in*) _____ ☐

Course & Grade:

_____ course not available ☐

not enough students to offer course ☐

already had eight courses ☐

other (*Please write in*) _____ ☐

Thank you very much for completing this questionnaire.

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Table B1: Gender - Grade 10				
	Frequency	Percent	Valid Percent	Cumulative Percent
female	9686	49.1	49.3	49.3
male	9950	50.4	50.7	100
Total	19636	99.5	100	
Valid				
Missing	94	0.5		
Total	19730	100		

Table B2: Gender - Grade 11				
	Frequency	Percent	Valid Percent	Cumulative Percent
female	9303	49.4	49.7	49.7
male	9418	50.1	50.3	100
Total	18721	99.5	100	
Valid				
Missing	96	0.5		
Total	18817	100		

Table B3: Gender - Grade 12				
	Frequency	Percent	Valid Percent	Cumulative Percent
female	5538	49.2	49.4	49.4
male	5664	50.4	50.6	100
Total	11202	99.6	100	
Valid				
Missing	47	0.4		
Total	11249	100		

Table B4: Surveyed Grade 10 Students, by Course Type				
	Frequency	Percent	Valid Percent	Cumulative Percent
other	1027	5.2	5.2	5.2
academic	11945	60.5	60.5	65.7
applied	3683	18.7	18.7	84.4
mix of acad. and app				
Total	3075	15.6	15.6	100
Valid	19730	100	100	

Table B5: Post-Secondary Plans - Grade 10				
	Frequency	Percent	Valid Percent	Cumulative Percent

	not graduate	135	0.7	0.7	0.7
	graduate and				
	work	1120	5.7	5.7	6.4
	college	5427	27.5	27.8	34.2
	university	10561	53.5	54	88.2
	apprentice	647	3.3	3.3	91.5
	other	428	2.2	2.2	93.7
	uncertain	1231	6.2	6.3	100
Valid	Total	19549	99.1	100	
Missing		181	0.9		
Total		19730	100		

Table B6: Post-Secondary Plans - Grade 11					
		Frequency	Percent	Valid Percent	Cumulative Percent
	not graduate	98	0.5	0.5	0.5
	graduate and				
	work	1021	5.4	5.5	6
	college	5811	30.9	31.1	37.1
	university	9431	50.1	50.5	87.7
	apprentice	682	3.6	3.7	91.3
	other	548	2.9	2.9	94.3
	uncertain	1067	5.7	5.7	100
Valid	Total	18658	99.2	100	
Missing		159	0.8		
Total		18817	100		

Table B7: Post-Secondary Plans - Grade 12					
		Frequency	Percent	Valid Percent	Cumulative Percent
	not graduate	58	0.5	0.5	0.5
	graduate and				
	work	693	6.2	6.2	6.8
	college	3857	34.3	34.7	41.5
	university	5366	47.7	48.3	89.8
	apprentice	410	3.6	3.7	93.4
	other	300	2.7	2.7	96.1
	uncertain	428	3.8	3.9	100
Valid	Total	11112	98.8	100	
Missing		137	1.2		

Total	11249	100
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Table B8: Post-Secondary Plans, by type of courses this year - Grade 10

		expectations for the future							Total	
LEVEL		not graduate	graduate and work	college	university	apprentice	other	uncertain		
		Count	% within LEVEL	Count	% within LEVEL	Count	% within LEVEL	Count	% within LEVEL	Count
other	Count	23		226		50		27		976
	% within expectations for the future	2.40%	16.80%	23.20%	45.30%	5.10%	2.80%	4.50%		100.00%
academic	Count	32	14.60%	1500	4.20%	174	6.30%	653	3.60%	5.00%
	% within expectations for the future	0.30%	1.20%	12.60%	77.00%	1.50%	2.00%	5.50%		100.00%
applied	Count	57	13.10%	2760%	86.70%	290	54.70%	279	53.00%	60.80%
	% within expectations for the future	1.60%	17.80%	58.10%	4.90%	8.00%	2.00%	7.70%		100.00%
mix of acad and app	Count	23	57.90%	1589	38.90%	133	44.80%	95	22.70%	18.60%
	% within expectations for the future	0.80%	5.30%	52.30%	25.80%	4.40%	3.10%	8.40%		100.00%
Total	Count	135	14.40%	5427	29.30%	647	20.60%	428	20.70%	15.60%
	% within expectations for the future	0.70%	5.70%	27.80%	54.00%	3.30%	2.20%	6.30%		100.00%
Total		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%

Table B9: Importance of Annual Education Plan in course selection, by type of courses this year - Grade 1

		LEVEL			Total	
		other	academic	applied		
		Count	%	Count	%	Count
very important	Count	208	14.70%	652	18.10%	2796
	%	21.30%	12.50%	18.10%	15.40%	14.40%
somewhat important	Count	335	38.82%	1539	42.70%	6984
	%	34.40%	32.90%	42.70%	40.60%	36.00%

influence: annual education plan?	not very important	Count		231	3557	939	789	5516
		%		23.70%	30.20%	26.10%	26.10%	28.40%
	not at all important	Count		201	2882	474	545	4102
		%		20.60%	24.40%	13.20%	18.00%	21.10%
Total		Count		975	11791	3604	3028	19398
		%		100.00%	100.00%	100.00%	100.00%	100.00%

Table B10: Importance of career interests in course selection, by type of courses this year - Grade 11								
LEVEL								
		Count	other	academic	applied	mix of acad. and app	Total	
influence: career interests	very important	Count	650	9135	2321	2136	14242	
		%	66.30%	76.80%	63.80%	70.10%	72.80%	
	somewhat important	Count	245	2295	1040	753	4333	
		%	25.00%	19.30%	28.60%	24.70%	22.20%	
	not very important	Count	60	370	207	124	761	
		%	6.10%	3.10%	5.70%	4.10%	3.90%	
Total	not at all important	Count	25	92	68	35	220	
		%	2.60%	0.80%	1.90%	1.10%	1.10%	
		Count	980	11892	3636	3048	19556	
		%	100.00%	100.00%	100.00%	100.00%	100.00%	

Table B11: Importance of keeping career options open in course selection, by type of courses this year - Grade 1								
LEVEL								
		Count	other	academic	applied	mix of acad. and app	Total	
influence: open career options?	very important	Count	538	7548	1644	1547	11277	
		%	55.00%	63.50%	45.20%	50.80%	57.70%	
	somewhat important	Count	330	3537	1510	1196	6573	
		%	33.70%	29.80%	41.50%	39.20%	33.60%	
	not very important	Count	73	652	379	250	1354	
		%	7.50%	5.50%	10.40%	8.20%	6.90%	
Total	not at all important	Count	38	149	106	55	348	
		%	3.90%	1.30%	2.90%	1.80%	1.80%	
		Count	979	11886	3639	3048	19552	
		%	100.00%	100.00%	100.00%	100.00%	100.00%	

Table B12: Importance of university plans in course selection, by type of courses this year - Grade 1								
LEVEL								
		Count	other	academic	applied	mix of acad. and app	Total	
influence:	very important	Count	474	9184	550	1104	11312	
		%	48.50%	77.20%	15.20%	36.40%	57.90%	
	somewhat important	Count	158	1928	811	853	3750	
		%	16.20%	16.20%	22.40%	28.10%	19.20%	
Total	not very important	Count	139	553	1134	674	2500	
		%	14.20%	4.60%	31.40%	22.20%	12.80%	

university plans?	not at all important	Count	206	234	1118	405	1963
		%	21.10%	2.00%	30.90%	13.30%	10.10%
		Count	977	11899	3613	3036	19525
		%	100.00%	100.00%	100.00%	100.00%	100.00%
Total							

Table B13: Importance of success in previous courses in course selection, by type of courses this year - Grade 1

			LEVEL					Total
			other	academic	applied	mix of acad. and app		
influence: success in previous courses ?	very important	Count	352	4666	1218	1267	7503	
		%	36.00%	39.30%	33.50%	41.60%	38.40%	
	somewhat important	Count	425	5223	1809	1415	8872	
		%	43.50%	44.00%	49.80%	46.40%	45.40%	
	not very important	Count	148	1438	469	303	2358	
		%	15.10%	12.10%	12.90%	9.90%	12.10%	
	not at all important	Count	53	553	135	63	804	
		%	5.40%	4.70%	3.70%	2.10%	4.10%	
Total		Count	978	11880	3631	3048	19537	
		%	100.00%	100.00%	100.00%	100.00%	100.00%	

Table B14: Importance of college plans in course selection, by type of courses this year - Grade 1

		LEVEL					Total
		other	academic	applied	mix of acad. and app		
influence: college plans?	very important	Count	287	2320	1892	1438	5937
		%	29.10%	19.70%	51.90%	47.20%	30.50%
	somewhat important	Count	233	3213	1140	1061	5647
		%	23.60%	27.20%	31.30%	34.90%	29.00%
	not very important	Count	191	2820	410	334	3755
		%	19.40%	23.90%	11.20%	11.00%	19.30%
Total	not at all important	Count	276	3447	206	211	4140
		%	28.00%	29.20%	5.60%	6.90%	21.30%
		Count	987	11800	3648	3044	19479
		%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B15: Importance of cost of college/university in course selection, by type of courses this year - Grade 1

		LEVEL					Total
		other	academic	applied	mix of acad. and app		
influence: cost of college/univer sity?	very important	Count	280	2893	1191	903	5267
		%	28.70%	24.40%	32.90%	29.70%	27.00%
	somewhat important	Count	268	3396	1138	962	5764
		%	27.50%	28.60%	31.40%	31.60%	29.60%
	not very important	Count	202	3088	705	675	4670
		%	20.70%	26.00%	19.50%	22.20%	23.90%
	not at all important	Count	225	2487	589	501	3802
		%	23.10%	21.00%	16.30%	16.50%	19.50%

Total	Count	975	11864	3623	3041	19503
	%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B16: Importance of parental advice in course selection, by type of courses this year - Grade 11

		Count	LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence: parental advice?	very important	%	396 40.10%	3480 29.30%	1520 41.70%	1033 33.80%	6429 32.80%
	somewhat important	Count	313	4383	1064	970	6730
		%	31.70%	36.90%	29.20%	31.80%	34.40%
	not very important	Count	170	2620	650	650	4090
		%	17.20%	22.00%	17.80%	21.30%	20.90%
	not at all important	Count	108	1408	411	399	2326
		%	10.90%	11.80%	11.30%	13.10%	11.90%
	Total	Count	987	11891	3645	3052	19575
	%	100.00%	100.00%	100.00%	100.00%	100.00%	

Table B17: Importance of interest in practical learning in course selection, by type of courses this year - Grade 11

		LEVEL				Total
		other	academic	applied	mix of acad. and app	
interest in practical learning?	very important	Count	209	1705	732	3288
		%	21.60%	14.50%	20.40%	17.00%
	somewhat important	Count	428	5745	1894	9601
		%	44.20%	48.80%	52.80%	49.60%
	not very important	Count	251	3387	805	5146
		%	25.90%	28.80%	22.40%	26.60%
	not at all important	Count	81	929	159	1310
		%	8.40%	7.90%	4.40%	6.80%
Total		Count	969	11766	3020	19345
		%	100.00%	100.00%	100.00%	100.00%

Table B18: Importance of difficulty of courses in course selection, by type of courses this year - Grade 11

		LEVEL				Total
		other	academic	applied	mix of acad. and app	
influence: difficulty of courses?	very important	Count 264	2163	1007	849	4283
		% 27.00%	18.30%	27.70%	27.90%	22.00%
	somewhat important	Count 468	6117	2051	1699	10335
		% 47.80%	51.60%	56.50%	55.90%	53.00%
	not very important	Count 189	2731	475	418	3813
		% 19.30%	23.10%	13.10%	13.70%	19.60%
	not at all important	Count 58	836	98	76	1068
		% 5.90%	7.10%	2.70%	2.50%	5.50%
Total	Count	979	11847	3631	3042	19499
	%	100.00%	100.00%	100.00%	100.00%	100.00%

		LEVEL				Total
		other	academic	applied	mix of acad. and app	
influence: teacher- advisor?	very important	Count	773	412	308	1648
	%	15.80%	6.50%	11.30%	10.10%	8.40%
	somewhat important	Count	3239	1259	958	5754
	%	30.50%	27.20%	34.70%	31.50%	29.40%
	not very important	Count	4356	1184	1086	6894
influence: not at all important	%	27.40%	36.60%	32.60%	35.70%	35.30%
	Count	257	3522	776	692	5247
	%	26.30%	29.60%	21.40%	22.70%	26.80%
Total	Count	978	11890	3631	3044	19543
	%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B23: Importance of other teachers' advice in course selection, by type of courses this year - Grade 1						
		LEVEL				Total
		other	academic	applied	mix of acad. and app	
influence: other teachers?	very important	Count	715	291	235	1359
	%	12.10%	6.00%	8.10%	7.70%	7.00%
	somewhat important	Count	3408	1220	928	5883
	%	33.60%	28.70%	33.80%	30.60%	30.20%
	not very important	Count	4381	1248	1103	7009
influence: not at all important	%	28.40%	37.00%	34.50%	36.30%	36.00%
	Count	252	3350	855	771	5228
	%	25.90%	28.30%	23.70%	25.40%	26.80%
Total	Count	974	11854	3614	3037	19479
	%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B24: Importance of friends taking same courses in course selection, by type of courses this year - Grade 1						
		LEVEL				Total
		other	academic	applied	mix of acad. and app	
influence: friends?	very important	Count	823	624	326	1922
	%	15.20%	6.90%	17.20%	10.70%	9.80%
	somewhat important	Count	3475	1367	1057	6269
	%	37.80%	29.30%	37.70%	34.80%	32.10%
	not very important	Count	4454	1117	1062	6924
influence: not at all important	%	29.80%	37.50%	30.80%	34.90%	35.50%
	Count	168	3124	521	596	4409
	%	17.20%	26.30%	14.40%	19.60%	22.60%
Total	Count	978	11876	3629	3041	19524
	%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B25: Importance of career information in course selection, by type of courses this year - Grade 1				
		LEVEL		
		other	academic	applied

influence: career information?	very important	Count	196	1996	720	563	3475
		%	20.30%	17.00%	20.20%	18.80%	18.00%
	somewhat important	Count	395	4976	1575	1327	8273
		%	40.90%	42.40%	44.10%	44.30%	42.90%
	not very important	Count	257	3462	933	845	5497
Total	not at all important	Count	26.60%	29.50%	26.10%	28.20%	28.50%
		%	118	1305	345	262	2030
	information?	%	12.20%	11.10%	9.70%	8.70%	10.50%
Total		Count	966	11739	3573	2997	19275
		%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B26: Influence of parents on educational and career plans, by type of courses this year - Grade 1							
			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence of parents on educ. or career plans?	very important	Count	511	5247	1784	1360	8902
		%	53.00%	44.30%	49.40%	44.90%	45.80%
	somewhat important	Count	314	4640	1307	1144	7405
		%	32.50%	39.20%	36.20%	37.70%	38.10%
	not very important	Count	94	1423	374	370	2261
Total	not at all important	%	9.70%	12.00%	10.40%	12.20%	11.60%
		Count	46	525	143	157	871
	information?	%	4.80%	4.40%	4.00%	5.20%	4.50%
Total		Count	965	11835	3608	3031	19439
		%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B27: Influence of teacher-advisor on educational and career plans, by type of courses this year - Grade 1							
			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence of teacher- advisor on educ. on career plans?	very important	Count	145	863	511	344	1863
		%	15.10%	7.30%	14.20%	11.40%	9.60%
	somewhat important	Count	321	3525	1410	1146	6402
		%	33.40%	29.80%	39.20%	37.80%	33.00%
	not very important	Count	283	4473	1086	974	6816
Total	not at all important	%	29.50%	37.80%	30.20%	32.10%	35.10%
		Count	211	2959	586	566	4322
	information?	%	22.00%	25.00%	16.30%	18.70%	22.30%
Total		Count	960	11820	3593	3030	19403
		%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B28: Influence of other teachers on educational and career plans, by type of courses this year - Grade 1							
			LEVEL				Total
			other	academic	applied	mix of acad. and app	
very important		Count	124	801	415	283	1623
		%	12.90%	6.80%	11.60%	9.40%	8.40%
	information?						

influence of other teachers on educ. on career plans?	somewhat important	Count	308	3600	1312	1067	6287
		%	32.10%	30.50%	36.50%	35.30%	32.40%
	not very important	Count	309	4640	1177	1037	7163
		%	32.20%	39.30%	32.80%	34.30%	36.90%
	not at all important	Count	218	2775	686	636	4315
		%	22.70%	23.50%	19.10%	21.00%	22.30%
Total		Count	959	11816	3590	3023	19388
		%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B29: Influence of guidance counselor on educational and career plans, by type of courses this year - Grade 1							
influence of guidance counselor on educ. on career plans?	LEVEL						
		Count	other	academic	applied	mix of acad. and app	Total
very important somewhat important not very important not at all important	very important	Count	156	927	526	378	1987
		%	16.40%	7.90%	14.60%	12.50%	10.30%
	somewhat important	Count	257	3244	1163	1011	5675
		%	27.00%	27.50%	32.40%	33.50%	29.30%
	not very important	Count	285	4190	1114	971	6560
		%	29.90%	35.50%	31.00%	32.10%	33.90%
counselor on educ. on career plans?	not at all important	Count	254	3445	788	661	5148
		%	26.70%	29.20%	21.90%	21.90%	26.60%
	Total	Count	952	11806	3591	3021	19370
		%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B30: Influence of friends on educational and career plans, by type of courses this year - Grade 1							
influence of friends on educ. on career plans?	LEVEL						
		Count	other	academic	applied	mix of acad. and app	Total
very important somewhat important not very important not at all important	very important	Count	241	1362	954	620	3177
		%	25.40%	11.70%	26.90%	20.80%	16.60%
	somewhat important	Count	349	4373	1493	1231	7446
		%	36.90%	37.40%	42.10%	41.30%	38.90%
	not very important	Count	248	4113	794	818	5973
		%	26.20%	35.20%	22.40%	27.40%	31.20%
counselor on educ. on career plans?	not at all important	Count	109	1830	308	313	2560
		%	11.50%	15.70%	8.70%	10.50%	13.40%
	Total	Count	947	11678	3549	2982	19156
		%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B31: Influence of role model on educational and career plans, by type of courses this year - Grade 1							
influence of role model on educ. on career plans?	LEVEL						
		Count	other	academic	applied	mix of acad. and app	Total
very important somewhat important not very important not at all important	very important	Count	269	2693	1049	808	4819
		%	28.40%	22.90%	29.40%	26.90%	25.00%
	somewhat important	Count	348	4485	1378	1157	7368
		%	36.80%	38.10%	38.60%	38.50%	38.20%
	not very important	Count	248	4113	794	818	5973
		%	26.20%	35.20%	22.40%	27.40%	31.20%
counselor on educ. on career plans?	not at all important	Count	109	1830	308	313	2560
		%	11.50%	15.70%	8.70%	10.50%	13.40%
	Total	Count	947	11678	3549	2982	19156
		%	100.00%	100.00%	100.00%	100.00%	100.00%

influence of role model on educ. on career plans?	not very important	Count	208	2980	755	685	4628
		%	22.00%	25.30%	21.10%	22.80%	24.00%
	not at all important	Count	121	1607	388	358	2474
		%	12.80%	13.70%	10.90%	11.90%	12.80%
Total		Count	946	11765	3570	3008	19289
		%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B32: Influence of Annual Education Plan on educational and career plans, by type of courses this year - Grade 1							
			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence of Annual Education plan on educ. on career plans?	very important	Count	173	1031	578	383	2165
		%	18.30%	8.80%	16.20%	12.70%	11.20%
	somewhat important	Count	277	2951	1320	995	5543
		%	29.30%	25.10%	37.00%	33.00%	28.70%
	not very important	Count	258	3978	1027	968	6231
		%	27.30%	33.90%	28.80%	32.10%	32.30%
	not at all important	Count	237	3790	645	671	5343
		%	25.10%	32.30%	18.10%	22.20%	27.70%
Total		Count	945	11750	3570	3017	19282
		%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B33: Influence of career information on educational and career plans, by type of courses this year - Grade 1							
			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence of career information on educ. on career plans?	very important	Count	166	1807	609	506	3088
		%	18.10%	16.10%	17.90%	17.70%	16.80%
	somewhat important	Count	351	4276	1409	1173	7209
		%	38.20%	38.20%	41.50%	40.90%	39.20%
	not very important	Count	259	3454	924	818	5455
		%	28.20%	30.90%	27.20%	28.60%	29.70%
	not at all important	Count	142	1659	451	368	2620
		%	15.50%	14.80%	13.30%	12.80%	14.30%
Total		Count	918	11196	3393	2865	18372
		%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B34: Influence of career-related activities on educational and career plans, by type of courses this year - Grade 1							
			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence of career-related activities on	very important	Count	186	1567	702	510	2965
		%	19.70%	13.30%	19.70%	16.90%	15.30%
	somewhat important	Count	297	3825	1341	1128	6591
		%	31.50%	32.50%	37.60%	37.40%	34.10%
	not very important	Count	289	3976	1008	911	6184
		%	30.60%	33.70%	28.20%	30.20%	32.00%

educ. on career plans?	not at all important	Count	171	2417	519	470	3577
	%	%	18.10%	20.50%	14.50%	15.60%	18.50%
Total	Count	Count	943	11785	3570	3019	19317
	%	%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B35: Influence of parents on educational and career plans - Grade 11

	Frequency	Percent	Valid Percent	Cumulative Percent
very important	9672	51.4	52	52
somewhat important	6647	35.3	35.7	87.8
not very important	1693	9	9.1	96.9
not at all important	585	3.1	3.1	100
Total	18597	98.8	100	
Valid	220	1.2		
Missing	18817	100		

Table B36: Influence of teacher-adviser on educational and career plans - Grade 11

	Frequency	Percent	Valid Percent	Cumulative Percent
very important	2189	11.6	11.8	11.8
somewhat important	7111	37.8	38.3	50.2
not very important	5873	31.2	31.7	81.8
not at all important	3370	17.9	18.2	100
Total	18543	98.5	100	
Valid	274	1.5		
Missing	18817	100		

Table B37: Influence of other teachers on educational and career plans - Grade 11

	Frequency	Percent	Valid Percent	Cumulative Percent
very important	1725	9.2	9.3	9.3
somewhat important	7521	40	40.7	50

	not very important	6503	34.6	35.2	85.2
	not at all important	2731	14.5	14.8	100
Valid	Total	18480	98.2	100	
Missing		337	1.8		
Total		18817	100		

Table B38: Influence of guidance counselor on educational and career plans - Grade 11					
		Frequency	Percent	Valid Percent	Cumulative Percent
	very important	2726	14.5	14.7	14.7
	somewhat important	6453	34.3	34.9	49.6
	not very important	5424	28.8	29.3	78.9
	not at all important	3902	20.7	21.1	100
Valid	Total	18505	98.3	100	
Missing		312	1.7		
Total		18817	100		

Table B39: Influence of friends on educational and career plans - Grade 11					
		Frequency	Percent	Valid Percent	Cumulative Percent
	very important	3194	17	17.2	17.2
	somewhat important	7409	39.4	40	57.2
	not very important	5596	29.7	30.2	87.3
	not at all important	2346	12.5	12.7	100
Valid	Total	18545	98.6	100	
Missing		272	1.4		
Total		18817	100		

Table B40: Influence of role model on educational and career plans - Grade 11					
		Frequency	Percent	Valid Percent	Cumulative Percent
	very important	4763	25.3	25.8	25.8

somewhat important	6693	35.6	36.2	61.9
not very important	4261	22.6	23	85
not at all important	2777	14.8	15	100
Total	18494	98.3	100	
Valid	323	1.7		
Missing	18817	100		
Total				

Table B41: Influence of Annual Education Plan on educational and career plans - Grade 11

	Frequency	Percent	Valid Percent	Cumulative Percent
very important	2980	15.8	16.2	16.2
somewhat important	5173	27.5	28.1	44.3
not very important	4887	26	26.5	70.8
not at all important	5367	28.5	29.2	100
Total	18407	97.8	100	
Valid	410	2.2		
Missing	18817	100		
Total				

Table B42: Influence of career information on educational and career plans - Grade 11

	Frequency	Percent	Valid Percent	Cumulative Percent
very important	3883	20.6	22	22
somewhat important	7173	38.1	40.7	62.7
not very important	4186	22.2	23.8	86.5
not at all important	2381	12.7	13.5	100
Total	17623	93.7	100	
Valid	1194	6.3		
Missing	18817	100		
Total				

Table B43: Influence of career-related activities on educational and career plans - Grade 11

	Frequency	Percent	Valid Percent	Cumulative Percent
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	very important	2551	13.6	13.8	13.8
	somewhat important	5462	29	29.6	43.4
	not very important	5826	31	31.6	75
	not at all important	4620	24.6	25	100
Valid	Total	18459	98.1	100	
Missing		358	1.9		
Total		18817	100		

Table B44: Influence of career studies course on educational and career plans - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
	very important	2042	10.9	11.1	11.1
	somewhat important	5428	28.8	29.4	40.5
	not very important	5555	29.5	30.1	70.5
	not at all important	5438	28.9	29.5	100
Valid	Total	18463	98.1	100	
Missing		354	1.9		
Total		18817	100		

		Frequency	Percent	Valid Percent	Cumulative Percent
	very important	5282	47	47.8	47.8
	somewhat important	4163	37	37.7	85.6
	not very important	1170	10.4	10.6	96.2
	not at all important	425	3.8	3.8	100
Valid	Total	11040	98.1	100	
Missing		209	1.9		
Total		11249	100		

Table B45: Influence of parents on educational and career plans - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
	very important	5282	47	47.8	47.8
	somewhat important	4163	37	37.7	85.6
	not very important	1170	10.4	10.6	96.2
	not at all important	425	3.8	3.8	100
Valid	Total	11040	98.1	100	
Missing		209	1.9		
Total		11249	100		

Table B46: Influence of teacher-adviser on educational and career plans - Grade 12

	Frequency	Percent	Valid Percent	Cumulative Percent
very important	1273	11.3	11.6	11.6
somewhat important	4134	36.7	37.8	49.4
not very important	3510	31.2	32.1	81.5
not at all important	2028	18	18.5	100
Total	10945	97.3	100	
Valid Missing	304	2.7		
Total	11249	100		

Table B47: Influence of other teachers on educational and career plans - Grade 12

	Frequency	Percent	Valid Percent	Cumulative Percent
very important	1027	9.1	9.4	9.4
somewhat important	4037	35.9	37.1	46.6
not very important	3928	34.9	36.1	82.7
not at all important	1879	16.7	17.3	100
Total	10871	96.6	100	
Valid Missing	378	3.4		
Total	11249	100		

Table B48: Influence of guidance counselor on educational and career plans - Grade 12

	Frequency	Percent	Valid Percent	Cumulative Percent
very important	1420	12.6	13	13
somewhat important	3614	32.1	33.1	46.1
not very important	3331	29.6	30.5	76.6
not at all important	2551	22.7	23.4	100
Total	10916	97	100	
Valid Missing	333	3		
Total	11249	100		

Table B49: Influence of friends on educational and career plans - Grade 12				
	Frequency	Percent	Valid Percent	Cumulative Percent
very important	1813	16.1	16.5	16.5
somewhat important	4389	39	40.1	56.6
not very important	3395	30.2	31	87.6
not at all important	1360	12.1	12.4	100
Total	10957	97.4	100	
Valid				
Missing	292	2.6		
Total	11249	100		

Table B50: Influence of role model on educational and career plans - Grade 12				
	Frequency	Percent	Valid Percent	Cumulative Percent
very important	3012	26.8	27.7	27.7
somewhat important	4085	36.3	37.5	65.2
not very important	2323	20.7	21.3	86.5
not at all important	1464	13	13.5	100
Total	10884	96.8	100	
Valid				
Missing	365	3.2		
Total	11249	100		

Table B51: Influence of career information on educational and career plans - Grade 12				
	Frequency	Percent	Valid Percent	Cumulative Percent
very important	2199	19.5	20.3	20.3
somewhat important	4484	39.9	41.3	61.6
not very important	2678	23.8	24.7	86.2
not at all important	1495	13.3	13.8	100
Total	10856	96.5	100	
Valid				

Missing		393	3.5	
Total		11249	100	

Table B52: Influence of career-related activities on educational and career plans, by type				
	Frequency	Percent	Valid Percent	Cumulative Percent
very important	2017	17.9	18.7	18.7
somewhat important	2732	24.3	25.3	44
not very important	2806	24.9	26	70
not at all important	3241	28.8	30	100
Total	10796	96	100	
Valid	453	4		
Missing				
Total	11249	100		

Table B53: Plan to take or taking co-op course(s) this year - Grade 10				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1992	10.1	10.5	10.5
No	17051	86.4	89.5	100
Total	19043	96.5	100	
Valid	687	3.5		
Missing				
Total	19730	100		

Table B54: Plan to take or taking co-op course(s) this year - Grade 11				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	2757	14.7	15.2	15.2
No	15414	81.9	84.8	100
Total	18171	96.6	100	
Valid	646	3.4		
Missing				
Total	18817	100		

Table B55: Plan to take or taking co-op course(s) this year - Grade 12				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	2451	21.8	22.6	22.6
No	8392	74.6	77.4	100
Total	10843	96.4	100	
Valid	406	3.6		
Missing				

Total	11249	100
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Table B56: Plan to take or taking co-op course(s) this year, by post-secondary plans - Grade 11
expectations for the future

	not graduate	graduate and work	college	university	apprentice	other	uncertain	Total
Count	41	207	748	730	99	59	89	1973
% within expectations for the future								
Yes	31.10%	19.30%	14.30%	7.10%	15.60%	14.40%	7.50%	10.40%
Count	91	867	4500	9538	534	352	1095	16977
% within expectations for the future								
No	68.90%	80.70%	85.70%	92.90%	84.40%	85.60%	92.50%	89.60%
Count	132	1074	5248	10268	633	411	1184	18950
% within expectations for the future								
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B57: Plan to take or taking co-op course(s) this year, by post-secondary plans - Grade 11
expectations for the future

	not graduate	graduate and work	college	university	apprentice	other	uncertain	Total
Count	25	211	1208	901	185	81	128	2739
% within expectations for the future								
Yes	27.20%	21.70%	21.60%	9.80%	27.90%	15.40%	12.40%	15.20%
Count	67	763	4372	8306	478	444	906	15336
% within expectations for the future								
No	72.80%	78.30%	78.40%	90.20%	72.10%	84.60%	87.60%	84.80%
Count	92	974	5580	9207	663	525	1034	18075
% within expectations for the future								
Total	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B58: Plan to take or taking co-op course(s) this year, by post-secondary plans - Grade 11
expectations for the future

	not graduate	graduate and work	college	university	apprentice	other	uncertain	Total
Count	21	183	1185	716	186	68	71	2430
% within expectations for the future								
Yes	38.90%	28.20%	31.80%	13.70%	46.70%	23.90%	17.10%	22.60%

plan to take co-op courses this year?	Count % within expectations for the future	33	466	2538	212	216	344	8331
No	61.10%		71.80%	68.20%	53.30%	76.10%	82.90%	77.40%
Total	Count % within expectations for the future	54	649	3723	398	284	415	10761
		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B59: Is co-op course related to career plans? - Grade 11

	Frequency	Percent	Valid Percent	Cumulative Percent
closely related	1530	8.1	56	56
partly related	595	3.2	21.8	77.8
no	186	1	6.8	84.7
don't know	419	2.2	15.3	100
Total	2730	14.5	100	
Valid				
Missing	16087	85.5		
Total	18817	100		

Table B60: Is co-op course related to career plans? - Grade 12

	Frequency	Percent	Valid Percent	Cumulative Percent
closely related	1338	11.9	56.4	56.4
partly related	556	4.9	23.4	79.8
no	178	1.6	7.5	87.3
don't know				
yet	301	2.7	12.7	100
Total	2373	21.1	100	
Valid				
Missing	8876	78.9		
Total	11249	100		

Table B61: Have taken or plan to take OYAP while in high school - Grade 10

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1122	5.7	5.8	5.8
No	6355	32.2	32.9	38.7
Don't know	11860	60.1	61.3	100
Total	19337	98	100	
Valid				

Table B70: Participated in workplace or industry tours - Grade 11				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	3110	16.5	16.5	16.5
No	15707	83.5	83.5	100
Total	18817	100	100	
Valid				

Table B71: Participated in job shadowing - Grade 11				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	11384	60.5	60.5	60.5
No	7433	39.5	39.5	100
Total	18817	100	100	
Valid				

Table B72: Participated in career days or career fairs - Grade 12				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	3351	29.8	29.8	29.8
No	7898	70.2	70.2	100
Total	11249	100	100	
Valid				

Table B73: Participated in workplace or industry tours - Grade 12				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1884	16.7	16.7	16.7
No	9365	83.3	83.3	100
Total	11249	100	100	
Valid				

Table B74: Participated in job shadowing - Grade 12				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	4870	43.3	43.3	43.3
No	6379	56.7	56.7	100
Total	11249	100	100	
Valid				

Table B75: Community involvement hours completed so far - Grade 10				
	Frequency	Percent	Valid Percent	Cumulative Percent
none	8017	40.6	40.6	40.6
01-Mar	580	2.9	2.9	43.6
04-Oct	2393	12.1	12.1	55.7
Nov-20	2521	12.8	12.8	68.5

21-30	1560	7.9	7.9	76.4
31-39	647	3.3	3.3	79.7
40 or more	4012	20.3	20.3	100
Total	19730	100	100	
Valid				

Table B76: Community involvement hours completed so far - Grade 11				
	Frequency	Percent	Valid Percent	Cumulative Percent
none	5937	31.6	31.6	31.6
01-Mar	362	1.9	1.9	33.5
04-Oct	1460	7.8	7.8	41.2
Nov-20	2117	11.3	11.3	52.5
21-30	1810	9.6	9.6	62.1
31-39	854	4.5	4.5	66.6
40 or more	6277	33.4	33.4	100
Total	18817	100	100	
Valid				

Table B77: Able to take first course choice - Grade 10				
	Frequency	Percent	Valid Percent	Cumulative Percent
	472	2.4	2.4	2.4
Yes	14202	72	72	74.4
No	5056	25.6	25.6	100
Total	19730	100	100	
Valid				

Table B78: Able to take first course choice - Grade 11				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	9975	53	57.8	57.8
No	7272	38.6	42.2	100
Total	17247	91.7	100	
Valid				
Missing	1570	8.3		
Total	18817	100		

Table B79: Able to take first course choice - Grade 12				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	7323	65.1	66.3	66.3
No	3726	33.1	33.7	100
Total	11049	98.2	100	
Valid				
Missing	200	1.8		
Total	11249	100		

Table B80: Took summer school course last summer - Grade 10				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	2728	13.8	14.1	14.1
No	16566	84	85.9	100
Total	19294	97.8	100	
Valid				
Missing	436	2.2		
Total	19730	100		

Table B81: Took summer school course last summer - Grade 11				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	2642	14	14.3	14.3
No	15898	84.5	85.7	100
Total	18540	98.5	100	
Valid				
Missing	277	1.5		
Total	18817	100		

Table B82: Took summer school course last summer - Grade 12				
	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	1681	14.9	15.1	15.1
No	9441	83.9	84.9	100
Total	11122	98.9	100	
Valid				
Missing	127	1.1		
Total	11249	100		

Table B83: Reason for taking summer course last summer - Grade 10				
	Frequency	Percent	Valid Percent	Cumulative Percent
make up				
missing credit	1947	71.4	75.4	75.4
raise mark	359	13.2	13.9	89.3
reduce workload				
later	90	3.3	3.5	92.8
graduate sooner	83	3	3.2	96
other	102	3.7	4	100
Total	2581	94.6	100	
Valid				
Missing	147	5.4		
Total	2728	100		

Table B84: Reason for taking summer course last summer - Grade 11				
	Frequency	Percent	Valid Percent	Cumulative Percent
make up				
missing	1807	68.4	71.5	71.5
credit				
raise mark	405	15.3	16	87.5
reduce				
workload				
later	59	2.2	2.3	89.8
graduate				
sooner	60	2.3	2.4	92.2
other	198	7.5	7.8	100
Total	2529	95.7	100	
Valid				
Missing	113	4.3		
Total	2642	100		

Table B85: Reason for taking summer course last summer - Grade 12				
	Frequency	Percent	Valid Percent	Cumulative Percent
make up				
missing				
credit	695	6.2	42.1	42.1
raise mark	314	2.8	19	61.2
reduce				
workload				
later	249	2.2	15.1	76.3
graduate				
sooner	234	2.1	14.2	90.5
other	157	1.4	9.5	100
Total	1649	14.7	100	
Valid				
Missing	9600	85.3		
Total	11249	100		

Table B86: Hours per week spent on homework - Grade 10				
	Frequency	Percent	Valid Percent	Cumulative Percent
0-2	3426	17.4	18	18
03-May	5256	26.6	27.6	45.6
06-Oct	6566	33.3	34.5	80.1
Nov-15	2244	11.4	11.8	91.9
16+	1539	7.8	8.1	100

Valid	Total	19031	96.5	100
Missing	System	699	3.5	
Total		19730	100	

Table B87: Hours per week spent on homework - Grade 11

	Frequency	Percent	Valid Percent	Cumulative Percent
0-2	2737	14.5	15.3	15.3
03-May	4177	22.2	23.3	38.5
06-Oct	5862	31.2	32.7	71.2
Nov-15	2644	14.1	14.7	85.9
16+	2522	13.4	14.1	100
Total	17942	95.3	100	
Missing	System	875	4.7	
Total	18817	100		

Table B88: Hours per week spent on homework - Grade 12

	Frequency	Percent	Valid Percent	Cumulative Percent
0-2	1807	16.1	17.1	17.1
03-May	2432	21.6	23.1	40.2
06-Oct	3446	30.6	32.7	72.9
Nov-15	1443	12.8	13.7	86.6
16+	1410	12.5	13.4	100
Total	10538	93.7	100	
Missing	System	711	6.3	
Total	11249	100		

Table B89 : Hours per week spent on homework, by type of courses this year - Grade 11

	Count	LEVEL				Total
		other	academic	applied	mix of acad. and app	
0-2		242	1239	1271	674	3426
	% within LEVEL	26.70%	10.60%	37.10%	22.70%	18.00%
	Count	209	2891	1122	1034	5256
03-May		23.00%	24.60%	32.80%	34.80%	27.60%
	Count	231	4697	749	889	6566
06-Oct		25.50%	40.00%	21.90%	29.90%	34.50%
	Count	117	1734	164	229	2244
Nov-15		12.90%	14.80%	4.80%	7.70%	11.80%
	% within LEVEL					

Hours per week spent on homework.	Count	108	1168	119	144	1539
16+	% within LEVEL	11.90%	10.00%	3.50%	4.80%	8.10%
	Count	907	11729	3425	2970	19031
Total	% within LEVEL	100.00%	100.00%	100.00%	100.00%	100.00%

Table B90: Hours per week spent on homework, by post-secondary plans - Grade 11
expectations for the future

		not graduate	graduate and work	college	university	apprentice	other	uncertain	Total
	Count	22	328	1216	613	213	117	217	2726
0-2	% within expectations for the future	34.40%	37.00%	22.00%	6.60%	34.60%	22.90%	21.70%	15.30%
	Count	16	296	1737	1538	177	110	281	4155
	% within expectations for the future								
03-May	% within expectations for the future	25.00%	33.40%	31.40%	16.60%	28.80%	21.50%	28.20%	23.20%
	Count	13	180	1735	3262	165	169	317	5841
	% within expectations for the future								
06-Oct	% within expectations for the future	20.30%	20.30%	31.40%	35.20%	26.80%	33.10%	31.80%	32.70%
	Count	7	50	495	1869	35	71	109	2636
	% within expectations for the future								
Nov-15	% within expectations for the future	10.90%	5.60%	9.00%	20.20%	5.70%	13.90%	10.90%	14.70%
	Count	6	33	344	1989	25	44	74	2515
	% within expectations for the future								
16+	% within expectations for the future	9.40%	3.70%	6.20%	21.50%	4.10%	8.60%	7.40%	14.10%
	Count	64	887	5527	9271	615	511	998	17873
	% within expectations for the future								
Total	% within expectations for the future	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B91: Hours per week spent on homework, by post-secondary plans - Grade 12
expectations for the future

		not graduate	graduate and work	college	university	apprentice	other	uncertain	Total
	Count	19	220	848	390	123	77	107	1784
0-2	% within expectations for the future								
	% within expectations for the future	48.70%	36.90%	23.70%	7.50%	34.60%	28.10%	27.00%	17.00%

Hours per week spent on homework.	03-May	Count	6	165	1042	909	123	71	100	2416
		% within expectations for the future								
		Count	9	147	1160	1832	80	77	128	3433
		% within expectations for the future								
	06-Oct	Count	23.10%	24.70%	32.40%	35.10%	22.50%	28.10%	32.20%	32.80%
		% within expectations for the future								
	Nov-15	Count		28	310	1010	19	31	38	1436
		% within expectations for the future								
		Count	5	36	224	1080	10	18	24	1397
		% within expectations for the future								
	16+	Count	12.80%	6.00%	6.30%	20.70%	2.80%	6.60%	6.00%	13.30%
		% within expectations for the future								
Total	Count	39	596	3584	5221	355	274	397	10466	
	% within expectations for the future	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	

Table B92: Have a paid part-time job - Grade 10			
	Frequency	Percent	Cumulative Percent
Yes	6847	34.7	35
No	12694	64.3	65
Total	19541	99	100
Valid			
Missing	189	1	
Total	19730	100	

Table B93: Have a paid part-time job - Grade 11			
	Frequency	Percent	Cumulative Percent
Yes	9329	49.6	50
No	9325	49.6	50
Total	18654	99.1	100
Valid			
Missing	163	0.9	
Total	18817	100	

Table B94: Have a paid part-time job - Grade 12			
	Frequency	Percent	Cumulative Percent
Yes	6771	60.2	60.9

No	4351	38.7	39.1	100
Total	11122	98.9	100	
Missing	127	1.1		
Total	11249	100		

Table B95: Total hours per week at part time job, by type of courses this year - Grade 10						
		LEVEL				Total
		other	academic	applied	mix of acad. and app	
	Count	49	620	116	121	906
	01-May % within LEVEL	20.40%	15.30%	9.30%	11.10%	13.70%
	Count	51	1017	222	214	1504
	06-Oct % within LEVEL	21.30%	25.10%	17.80%	19.70%	22.70%
	Count	44	856	208	192	1300
	Nov-15 % within LEVEL	18.30%	21.20%	16.70%	17.60%	19.60%
	Count	41	767	258	240	1306
16-20	% within LEVEL	17.10%	19.00%	20.70%	22.10%	19.70%
	Count	18	414	167	141	740
	% within LEVEL	7.50%	10.20%	13.40%	13.00%	11.20%
21-25	Count	37	370	274	180	861
	% within LEVEL	15.40%	9.10%	22.00%	16.50%	13.00%
	Count	240	4044	1245	1088	6617
26+	% within LEVEL	100.00%	100.00%	100.00%	100.00%	100.00%
	Count					
	% within LEVEL					
Total						

Table B96: Total hours per week at part time job - Grade 11				
	Frequency	Percent	Valid Percent	Cumulative Percent
01-May	670	3.6	7.3	7.3
06-Oct	1541	8.2	16.9	24.2
Nov-15	1791	9.5	19.6	43.9
16-20	2328	12.4	25.5	69.4
21-25	1299	6.9	14.2	83.6
26+	1492	7.9	16.4	100
Total	9121	48.5	100	
Missing	9696	51.5		
Total	18817	100		

Table B97: Total hours per week at part time job - Grade 12				
	Frequency	Percent	Valid Percent	Cumulative Percent
01-May	384	3.4	5.8	5.8
06-Oct	977	8.7	14.7	20.5
Nov-15	1267	11.3	19.1	39.6
16-20	1662	14.8	25	64.6
21-25	1052	9.4	15.8	80.4
26+	1300	11.6	19.6	100
Total	6642	59	100	
Missing	4607	41		
Total	11249	100		

Table B98: Total weekday hours at part time job - Grade 10				
	Frequency	Percent	Valid Percent	Cumulative Percent
zero	1582	8	23.9	23.9
01-May	1821	9.2	27.5	51.4
06-Oct	2001	10.1	30.2	81.7
Nov-15	645	3.3	9.7	91.4
16-20	334	1.7	5	96.5
21-25	91	0.5	1.4	97.8
26+	143	0.7	2.2	100
Total	6617	33.5	100	
Missing	13113	66.5		
Total	19730	100		

Table B99: Total weekend hours at part time job - Grade 10				
	Frequency	Percent	Valid Percent	Cumulative Percent
zero	595	3	9	9
01-May	1619	8.2	24.5	33.5
06-Oct	2322	11.8	35.1	68.6
Nov-15	1075	5.4	16.2	84.8
16-20	783	4	11.8	96.6
21-25	136	0.7	2.1	98.7
26+	87	0.4	1.3	100
Total	6617	33.5	100	
Missing	13113	66.5		
Total	19730	100		

Table B100: Total weekday hours at part time job - Grade 11				
			Valid	Cumulative

	Frequency	Percent	Percent	Percent
zero	1943	10.3	21.3	21.3
01-May	1919	10.2	21	42.3
06-Oct	3150	16.7	34.5	76.9
Nov-15	1184	6.3	13	89.9
16-20	641	3.4	7	96.9
21-25	131	0.7	1.4	98.3
26+	153	0.8	1.7	100
Total	9121	48.5	100	
Missing	9696	51.5		
Total	18817	100		

Table B101: Total weekend hours at part time job - Grade 11				
	Frequency	Percent	Valid Percent	Cumulative Percent
zero	631	3.4	6.9	6.9
01-May	1474	7.8	16.2	23.1
06-Oct	3457	18.4	37.9	61
Nov-15	1875	10	20.6	81.5
16-20	1353	7.2	14.8	96.4
21-25	228	1.2	2.5	98.9
26+	103	0.5	1.1	100
Total	9121	48.5	100	
Missing	9696	51.5		
Total	18817	100		

Table B102: Total weekday hours at part time job - Grade 12				
	Frequency	Percent	Valid Percent	Cumulative Percent
zero	1245	11.1	18.7	18.7
01-May	1274	11.3	19.2	37.9
06-Oct	2321	20.6	34.9	72.9
Nov-15	985	8.8	14.8	87.7
16-20	523	4.6	7.9	95.6
21-25	141	1.3	2.1	97.7
26+	153	1.4	2.3	100
Total	6642	59	100	
Missing	4607	41		
Total	11249	100		

Table B103: Total weekend hours at part time job - Grade 12				
	Frequency	Percent	Valid Percent	Cumulative Percent

zero	464	4.1	7	7
01-May	966	8.6	14.5	21.5
06-Oct	2435	21.6	36.7	58.2
Nov-15	1462	13	22	80.2
16-20	1069	9.5	16.1	96.3
21-25	193	1.7	2.9	99.2
26+	53	0.5	0.8	100
Total	6642	59	100	
Missing	4607	41		
Total	11249	100		

Table B104: Total hours per week at part time job, by post-secondary plans - Grade 10

		expectations for the future						Total
		not graduate	graduate and work	college	university	apprentice	other	
	Count	4	34	207	561	26	18	898
	% within expectations for the future							
	01-May	7.40%	8.80%	10.70%	16.40%	9.40%	11.40%	13.60%
	Count	11	69	389	870	48	28	1501
	% within expectations for the future							
	06-Oct	20.40%	17.80%	20.20%	25.40%	17.30%	17.70%	22.80%
	Count	6	62	341	742	51	21	1289
	% within expectations for the future							
	Nov-15	11.10%	16.00%	17.70%	21.70%	18.40%	13.30%	19.60%
16-20	Count	3	87	410	629	53	40	1301
	% within expectations for the future							
	Count	5.60%	22.50%	21.30%	18.40%	19.10%	25.30%	19.80%
21-25	Count	9	43	259	324	35	27	739
	% within expectations for the future							
	Count	16.70%	11.10%	13.40%	9.50%	12.60%	17.10%	11.20%
26+	Count	21	92	321	293	64	24	853
	% within expectations for the future							
	Count	38.90%	23.80%	16.70%	8.60%	23.10%	15.20%	13.00%
total hours per week at part time job	Count	54	387	1927	3419	277	158	6581
	% within expectations for the future							
	Count	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total								

Table B105: Total hours per week at part time job, by post-secondary plans - Grade 11

		expectations for the future							
		not graduate	graduate and work	college	university	apprentice	other	uncertain	Total
01-May	Count	4	28	141	425	18	22	29	667
	% within expectations for the future	9.50%	6.00%	4.80%	9.60%	4.50%	7.10%	5.90%	7.30%
	Count	5	66	398	880	46	55	85	1535
06-Oct	% within expectations for the future	11.90%	14.10%	13.50%	19.90%	11.50%	17.60%	17.40%	16.90%
	Count	3	82	529	963	52	63	92	1784
	% within expectations for the future	7.10%	17.50%	18.00%	21.80%	13.00%	20.20%	18.90%	19.60%
16-20	Count	3	113	767	1142	111	55	130	2321
	% within expectations for the future	7.10%	24.10%	26.00%	25.80%	27.70%	17.60%	26.60%	25.50%
	Count	8	66	490	556	59	50	65	1294
21-25	% within expectations for the future	19.00%	14.10%	16.60%	12.60%	14.70%	16.00%	13.30%	14.20%
	Count	19	114	622	461	115	67	87	1485
	% within expectations for the future	45.20%	24.30%	21.10%	10.40%	28.70%	21.50%	17.80%	16.30%
26+	Count	42	469	2947	4427	401	312	488	9086
	% within expectations for the future	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
	Total								

Table B106: Total hours per week at part time job, by post-secondary plans - Grade 12

		expectations for the future								Total	
		not graduate		graduate and work	college	university	apprentice	other	uncertain		
		Count	% within expectations for the future								
01-May		Count		1	6	96	254	4	9	10	380
		% within expectations for the future									
		Count		4	39	260	600	31	14	24	972

total hours per week at part time job	06-Oct	% within expectations for the future	13.80%	10.10%	10.90%	19.30%	11.60%	7.60%	10.30%	14.70%
		Count	2	50	398	716	32	29	33	1260
16-20	Nov-15	% within expectations for the future	6.90%	13.00%	16.70%	23.00%	11.90%	15.70%	14.20%	19.10%
		Count	5	90	594	789	58	59	60	1655
21-25		% within expectations for the future	17.20%	23.30%	24.90%	25.40%	21.60%	31.90%	25.90%	25.10%
		Count	1	62	444	413	42	34	50	1046
26+		% within expectations for the future	3.40%	16.10%	18.60%	13.30%	15.70%	18.40%	21.60%	15.80%
		Count	16	139	598	338	101	40	55	1287
Total		% within expectations for the future	55.20%	36.00%	25.00%	10.90%	37.70%	21.60%	23.70%	19.50%
		Count	29	386	2390	3110	268	185	232	6600
		% within expectations for the future	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
		Count								

Table B107: Ratio of College Registrants to Applicants Direct from Ontario Secondary Schools, by Years in Secondary School (1998-2001)					
Years in Secondary School					
Years	Four	Five	Six	> Six	
1998	63.1	63.4	60.8	55.3	
1999	64.5	64.2	60.7	58.6	
2000	60.8	63.9	60.1	58	
2001	56	58.9	58.2	50.2	

Table B108: Expected number of years to graduate from high school, by post-secondary plans - Grade 1

		expectations for the future								
		not graduate	graduate and work	college	university	apprentice	other	uncertain	Total	
Expected number of years to graduate	4 years or less	Count	21	400	3192	7045	343	268	497	11766
		% within expectations for the future								
	4.5 years	Count	22.30%	40.40%	55.90%	75.50%	51.70%	49.60%	47.50%	64.00%
		% within expectations for the future	18	260	1455	1205	159	128	226	3451
	5 years	Count	19.10%	26.20%	25.50%	12.90%	23.90%	23.70%	21.60%	18.80%
		% within expectations for the future	20	185	690	657	105	86	136	1879
	5+ years	Count	21.30%	18.70%	12.10%	7.00%	15.80%	15.90%	13.00%	10.20%
		% within expectations for the future	9	46	55	27	19	12	18	186
	don't expect to graduate	Count	9.60%	4.60%	1.00%	0.30%	2.90%	2.20%	1.70%	1.00%
		% within expectations for the future	11	7	7	7		3	9	44
Total	don't know	Count	11.70%	0.70%	0.10%	0.10%		0.60%	0.90%	0.20%
		% within expectations for the future	15	93	307	392	38	43	161	1049
	Count	16.00%	9.40%	5.40%	4.20%	5.70%	8.00%	15.40%	5.70%	
	% within expectations for the future	94	991	5706	9333	664	540	1047	18375	
		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	

Table B109: Expected number of years to graduate from high school, by post-secondary plans - Grade 1

		expectations for the future							
		not graduate	graduate and work	college	university	apprentice	other	uncertain	Total
4 years or less	Count	14	264	1739	1000	169	103	86	3375
	% within expectations for the future								
	Count	25.50%	38.80%	45.70%	18.80%	41.70%	34.70%	20.20%	30.70%
	Count	5	152	715	565	100	56	63	1656

expected number of years to graduate?	4.5 years	% within expectations for the future Count	9.10% 14	22.30% 176	18.80% 1169	10.60% 3649	24.70% 108	18.90% 118	14.80% 224	15.10% 5458
	5 years	% within expectations for the future Count	25.50% 9	25.80% 46	30.70% 70	68.70% 36	26.70% 13	39.70% 10	52.70% 22	49.70% 206
	5+ years	% within expectations for the future Count	16.40% 6	6.80% 3	1.80% 5	0.70% 3	3.20% 2	3.40% 2	5.20% 3	1.90% 24
	don't expect to graduate	% within expectations for the future Count	10.90% 7	0.40% 40	0.10% 104	0.10% 61	0.50% 13	0.70% 8	0.70% 27	0.20% 260
	don't know	% within expectations for the future Count	12.70% 55	5.90% 681	2.70% 3802	1.10% 5314	3.20% 405	2.70% 297	6.40% 425	2.40% 10979
Total		% within expectations for the future Count	100.00% 11	100.00% 118	100.00% 224	100.00% 316	100.00% 56	100.00% 39	100.00% 91	100.00% 855

Table B110: Expected number of years to graduate from high school, by post-secondary plans - Grade 10, 200

		Expectations after high school									
		Not graduate	Graduate and work	College	University	Apprentice	Other	Uncertain	Total		
less than four	Count	21	108	250	413	36	44	38	910		
	% within Expectations after high school	13.90%	8.40%	5.30%	3.80%	5.60%	6.20%	2.30%	4.50%		
	Count	39	713	3521	9469	414	491	1156	15803		
four years	% within Expectations after high school	25.80%	55.40%	74.00%	86.30%	64.20%	68.90%	70.70%	78.40%		
	Count	14	195	477	481	89	87	134	1477		
	% within Expectations after high school	9.30%	15.20%	10.00%	4.40%	13.80%	12.20%	8.20%	7.30%		
	Count	11	118	224	316	56	39	91	855		

Expected number of years to graduate		% within Expectations after high school	Count	7.30%	9.20%	4.70%	2.90%	8.70%	5.50%	5.60%	4.20%
five		% within Expectations after high school	Count	6	30	33	14	2	4	10	99
	more than five	% within Expectations after high school	Count	31	4	5	3	5	6	6	60
	wont graduate	% within Expectations after high school	Count	29	118	247	273	43	42	200	952
dont know		% within Expectations after high school	Count	151	1286	4757	10969	645	713	1635	20156
		% within Expectations after high school	Count	151	1286	4757	10969	645	713	1635	20156
		% within Expectations after high school	Count	151	1286	4757	10969	645	713	1635	20156
Total				100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B111: Expected number of years to graduate from high school, by post-secondary plans - Grade 11, 200

		Expectations after high school							Total
		Not graduate	Graduate and work	College	University	Apprentice	Other	Uncertain	
four years	Count	77	355	1708	1337	238	142	191	4048
	% within Expectations after high school								
	Count	38	220	961	1492	136	153	234	3234
four and one half	% within Expectations after high school								
	Count	90	326	1920	6879	205	365	685	10470
	% within Expectations after high school								
five	Count	37.70%	32.00%	39.60%	69.00%	33.10%	50.70%	53.70%	56.00%

How many years will it take you to graduate from HS	more than five	Count % within Expectations after high school	11	40	54	68	15	16	26	230
	wont graduate	Count % within Expectations after high school	9	2	2	11	4	6	8	42
	dont know	Count % within Expectations after high school	14	76	203	185	21	38	131	668
Total		Count % within Expectations after high school	239	1019	4848	9972	619	720	1275	18692
			100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B112: Plan to take a year or more off before college/university, by post-secondary plans - Grade 1'

		expectations for the future									
		not graduate	graduate and work	college	university	apprentice	other	uncertain	Total		
Yes	Count	42	444	1621	1136	164	297	319	4023		
	% within expectations for the future										
	Count	42.90%	44.70%	28.10%	12.10%	24.10%	54.70%	30.00%	21.70%		
No	Count	14	59	1938	5319	169	89	122	7710		
	% within expectations for the future										
	Count	14.30%	5.90%	33.60%	56.60%	24.80%	16.40%	11.50%	41.60%		
Don't know	Count	15	224	2197	2910	237	123	593	6299		
	% within expectations for the future										
	Count	15.30%	22.60%	38.10%	31.00%	34.80%	22.70%	55.80%	34.00%		
Don't plan to attend	Count	27	266	11	26	111	34	28	503		
	% within expectations for the future										
	Count	27.60%	26.80%	0.20%	0.30%	16.30%	6.30%	2.60%	2.70%		
Total		98	993	5767	9391	681	543	1062	18535		

Total	% within expectations for the future	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
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Table B115: Plan to take time off to avoid the double cohort, by post-secondary plans - Grade 11

		expectations for the future							Total	
		not graduate	graduate and work	college	university	apprentice	other	uncertain		
Plan to take time off to avoid double cohort	Count	12	71	433	570	27	104	100	1317	
	% within expectations for the future									
	Yes	27.90%	16.00%	26.70%	49.60%	16.50%	35.00%	31.30%	32.60%	
No	Count	31	373	1190	580	137	193	220	2724	
	% within expectations for the future									
	Yes	72.10%	84.00%	73.30%	50.40%	83.50%	65.00%	68.80%	67.40%	
Total	Count	43	444	1623	1150	164	297	320	4041	
	% within expectations for the future									
	Yes	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	

Table B116: Plan to take time off to make money for school, by post-secondary plans - Grade 11

		expectations for the future							Total	
		not graduate	graduate and work	college	university	apprentice	other	uncertain		
Plan to take time off to make money for school	Count	21	323	1148	675	104	176	205	2652	
	% within expectations for the future									
	Yes	50.00%	72.70%	70.20%	58.50%	63.00%	59.30%	63.70%	65.30%	
No	Count	21	121	488	478	61	121	117	1407	
	% within expectations for the future									
	Yes	50.00%	27.30%	29.80%	41.50%	37.00%	40.70%	36.30%	34.70%	
Total	Count	42	444	1636	1153	165	297	322	4059	
	% within expectations for the future									
	Yes	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	

Table B117: Plan to take time off for other reasons, by post-secondary plans - Grade 11

		expectations for the future					Total	
		not graduate	graduate and work	college	university	apprentice	other	uncertain
Count		11	51	213	313	32	105	73

	Yes	% within expectations for the future	Count	26.20%	11.50%	13.10%	27.30%	19.50%	35.40%	22.80%	19.80%
Plan to take time off for other reasons	Yes	% within expectations for the future	Count	31	393	1409	832	132	192	247	3236
	No	% within expectations for the future	Count	42	444	1622	1145	164	297	320	4034
Total		% within expectations for the future	Count	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B118: Plan to take time off to take a break from school, by post-secondary plans - Grade 1:

Table B118: Plan to take time off to take a break from school, by post-secondary plans - Grade 11										
			expectations for the future							
			not graduate	graduate and work	college	university	apprentice	other	uncertain	Total
plan to postpone higher ed to take break from school	Yes	Count	13	121	156	65	38	49	52	494
		% within expectations for the future								
	No	Count	8	260	483	171	95	118	76	1211
		% within expectations for the future								
Total		Count	21	381	639	236	133	167	128	1705
		% within expectations for the future	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B119: Plan to take time off to avoid the double cohort, by post-secondary plans - Grade 1:

Table B119: Plan to take time off to avoid the double cohort, by post-secondary plans - Grade 1:										
			expectations for the future							
			not graduate	graduate and work	college	university	apprentice	other	uncertain	Total
plan to postpone higher ed to avoid double cohort	Yes	Count	5	30	89	72	12	38	27	273
		% within expectations for the future								
	No	Count	16	351	550	164	121	129	101	1432
% within expectations for the future										
		Count	21	381	639	236	133	167	128	1705

	% within expectations for the future	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B120: Plan to take time off to make money for school, by post-secondary plans - Grade 1:
expectations for the future

		not graduate	graduate and work	college	university	apprentice	other	uncertain	Total
plan to postpone higher ed to make money for school	Count	9	298	486	141	100	113	82	1229
	% within expectations for the future								
	Count	42.90%	78.20%	76.10%	59.70%	75.20%	67.70%	64.10%	72.10%
	% within expectations for the future	12	83	153	95	33	54	46	476
No	Count	57.10%	21.80%	23.90%	40.30%	24.80%	32.30%	35.90%	27.90%
	% within expectations for the future	21	381	639	236	133	167	128	1705
Total		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B121: Plan to take time off for other reasons, by post-secondary plans - Grade 1:
expectations for the future

		not graduate	graduate and work	college	university	apprentice	other	uncertain	Total
plan to postpone higher ed for other reason	Count	7	29	60	46	18	52	24	236
	% within expectations for the future								
	Count	33.30%	7.60%	9.40%	19.50%	13.50%	31.10%	18.80%	13.80%
	% within expectations for the future	14	352	579	190	115	115	104	1469
No	Count	66.70%	92.40%	90.60%	80.50%	86.50%	68.90%	81.30%	86.20%
	% within expectations for the future	21	381	639	236	133	167	128	1705
Total		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

Table B122: Planning on college or university outside Ontario, by post-secondary plans - Grade 1
expectations for the future

		not graduate	graduate and work	college	university	apprentice	other	uncertain	Total
Count		19	105	1121	1768	78	116	126	3333
	% within expectations for the future								

	Yes	% within expectations for the future	Count	20.40%	10.80%	19.70%	19.00%	11.90%	21.50%	12.10%	18.20%
Planning on college or university outside Ontario		% within expectations for the future	23	255	2421	3735		228	146	233	7041
	No	% within expectations for the future									
		% within expectations for the future	28	385	2129	3793		246	246	653	7480
	Don't know	% within expectations for the future									
Don't plan to attend		% within expectations for the future	23	230	21	26		103	31	33	467
		% within expectations for the future									
		% within expectations for the future	93	975	5692	9322		655	539	1045	18321
		% within expectations for the future									
Total		% within expectations for the future	100.00%	100.00%	100.00%	100.00%		100.00%	100.00%	100.00%	100.00%

Table B123: Planning on college or university outside Ontario, by post-secondary plans - Grade 1

		not graduate	graduate and work	college	university	apprentice	other	uncertain	Total
Yes	Count	13	99	544	876	42	64	44	1682
	% within expectations for the future								
	Count	20	241	2348	2707	195	116	132	5759
	% within expectations for the future								
No	Count	15	221	892	1726	107	98	235	3294
	% within expectations for the future								
	Count	8	103	6	9	52	19	11	208
	% within expectations for the future								
Don't plan to attend	Count	2	29	67	48	14	3	6	169
	% within expectations for the future								
	Count	3.40%	4.20%	1.70%	0.90%	3.40%	1.00%	1.40%	1.50%
	% within expectations for the future								

[illegible]

ANNEXE C - LES TABLEAUX

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Tableau C3:	Gender - Grade 12
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Tableau C86: Post-secondary plans - Grade 11

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Tableau C88: Post-secondary plans, by type of courses this year - Grade 10

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- Tableau C122: Facteurs qui influencent le choix d'école française - la valeur de ton héritage culturel - 11^e année
- Tableau C123: Facteurs qui influencent le choix d'école française - compétences en français - 11^e année
- Tableau C124: Facteurs qui influencent le choix d'école française - compétences en anglais - 11^e année
- Tableau C125: Facteurs qui influencent le choix d'école française - autre - 11^e année

- Tableau C126:Facteurs qui influencent le choix d'école française - les cours offerts –
12^e année
- Tableau C127:Facteurs qui influencent le choix d'école française - la valeur de ton
héritage culturel – 12^e année
- Tableau C128:Facteurs qui influencent le choix d'école française - compétences
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par aspirations post-secondaires – 11^e année
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par aspirations post-secondaires – 12^e année

Tableau C1 : Gender - Grade 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	621	52.5	53.3	53.3
	male	545	46.1	46.7	100.0
	Total	1166	98.6	100.0	
Missing		16	1.4		
Total		1182	100.0		

Tableau C2 : Gender - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	586	52.7	53.3	53.3
	male	513	46.2	46.7	100.0
	Total	1099	98.9	100.0	
Missing		12	1.1		
Total		1111	100.0		

Tableau C3 : Gender - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	female	520	53.4	53.6	53.6
	male	451	46.4	46.4	100.0
	Total	971	99.8	100.0	
Missing		2	.2		
Total		973	100.0		

Tableau C4 : Cours offerts et cours choisis en 11e année : Français, English, Mathématiques et Sciences

Les cours	# d'écoles qui ont offert les cours (10 écoles)	% des élèves en 11 ^e année qui ont choisi les cours (14 écoles)
Français:		
FRA3U – Français	10	56.3
FRA3C – Français	9	30.7
FRA3E – Français	8	2.35
FCF3O – Compétence fonctionnelle en lecture et écriture	4	0.5
FFM3O – Français des médias	6	8.8
FTC3O – Techniques de communication orale	2	0.2
English:		
EAE 3U – English	9	49.7
EAE3C – English	8	25.6
EAE3E – English	7	1.3
EAT3M – Canadian Literature	1	0
Mathématiques:		
MCR3U – Fonctions et relations	10	51.8
MCF3M – Fonctions	5	4.8
MBF3C – Mathématiques et finances personnelles	8	27.9
MEL3E – Mathématiques de la vie courante	6	2.9
Science:		
SBI3U – Biologie	10	35.7
SBI3C – Biologie	8	15.7
SCH3U – Chimie	10	36.7
SPH3U – Physique	10	30.8
SNC3M – Sciences	4	3.3
SNC3E – Sciences	4	1.3

Tableau C5 : Cours offerts et cours choisis en 11e année : Études canadiennes et mondiales

Études canadiennes et mondiales	# d'écoles qui ont offert les cours (10 écoles)	% des élèves en 11^e année qui ont choisi les cours (14 écoles)
CIE3M – L'individu et l'économie	2	0
CIC3E – Choix économiques	1	0
CGD3M – Géographie de l'Amérique : une perspective continentale	2	1.6
CGF3M – Géographie physique : tendances, processus et interactions	7	3.8
CGT3E – Géographie et technologie : les outils du géographe	1	0
CGG3O – Géographie régionale : voyage et tourisme	1	2.8
CHA3U – Histoire des États-Unis	1	0
CHW3M – Histoire mondiale jusqu'au XVI ^e siècle	6	9.6
CHH3C – Histoire et politique canadiennes depuis 1945	1	0
CHH3E – Histoire et politique canadiennes depuis 1945	0	0
CHT3O – Histoire du XX ^e siècle : perspectives mondiales et régionales	1	0.4
CLU3M – Comprendre le droit canadien	6	12.7
CLU3E – Comprendre le droit canadien	1	0.4
CPC3O – Politique et citoyenneté canadienne	0	0

Tableau C6 : Cours offerts et cours choisis en 11e année : Sciences Humaines et sociales

Sciences humaines et sociales	# d'écoles qui ont offert les cours (10 écoles)	% des élèves en 11^e année qui ont choisi les cours (14 écoles)
HPW3C – Interactions avec les enfants	0	0
HIR3C – Gestion des ressources personnelles et familiales	1	0
HIP3E – Gestion des ressources personnelles et familiales	1	0
HNC3O – Mode	0	0
HLS3O – Habitation	0	0
HPC3O – Rôle parental	3	8.1
HSP3M – Introduction à la psychologie, la sociologie et l'anthropologie	7	16.5
H2B3O – Philosophie : les grandes questions	0	0
HRF3O/HRW3O – Études des religions	4	12.5
HRE3O – Enseignement religieux	2	4.0

Tableau C7 : Cours offerts et cours choisis en 11e année : Affaires et commerce

Affaires et commerce	# d'écoles qui ont offert les cours (10 écoles)	% des élèves en 11^e année qui ont choisi les cours (14 écoles)
BAF3M – Introduction à la comptabilité financière	8	12.1
BAI3E – Introduction à la comptabilité	1	0
BDI3C – Introduction à l'entrepreneuriat	5	1.3
BDP3O – L'esprit entrepreneurial	1	0.8
BTA3O – Technologie de l'information appliquée aux affaires	6	14.7
BMI3C – Introduction au marketing	4	0
BMX3E – Marketing de la vente au détail et des services	2	0.8

Tableau C8 : Cours offerts et cours choisis en 11e année : Éducation technologique

Éducation technologique	# d'écoles qui ont offert les cours (10 écoles)	% des élèves en 11^e année qui ont choisi les cours (14 écoles)
TGJ3M – Technologie des communications	5	5.1
TGJ3E – Technologie des communications	0	0.3
TCJ3C – Technologie de la construction	5	6.1
TCJ3E – Technologie de la construction	2	0
TPA3C – Soins de Santé	1	0
TPE3E – Coiffure et esthétique	0	0
TFT3C – Hôtellerie	0	0
TFH3E – Hôtellerie et tourisme	1	4.2
TMJ3C – Technologie de la fabrication	3	3.4
TMJ3E – Technologie de la fabrication	1	0.4
TDJ3M – Technologie du design	2	4.4
TDJ3E – Technologie du design	0	4.0
TTJ3C – Technologie des transports	3	8.4
TTJ3E – Technologie des transports	3	0.5
ICS3M – Études informatiques	7	16.0
ICE3M – Systèmes informatiques	3	4.9
ICE3E – Systèmes informatiques	1	0

Tableau C9 : Cours offerts et cours choisis en 11e année : Éducation artistique

Cours artistiques	# d'écoles qui ont offert les cours (10 écoles)	% des élèves en 11 ^e année qui ont choisi les cours (14 écoles)
ATC3M – Danse	1	3.0
ATC3O – Danse	0	0
AAT3M/AAT3O – Théâtre	5	0.8
ADA3O/ADA3M – Théâtre	0	2.0
ASM3M – Arts médiatiques	1	3.0
AMU3M – Musique/AMU3O – Musique*	9	5.9
AVI3M – Arts Visuels	6	13.1
AVI3O – Arts Visuels	5	4.0

Tableau C10 : Cours offerts et cours choisis en 11e année : Éducation physique et santé

Éducation physique et santé	# d'écoles qui ont offert les cours (10 écoles)	% des élèves en 11 ^e année qui ont choisi les cours (14 écoles)
PPL3O – Vie active et santé	8	34.8
PPZ3O – Action santé	1	0

**Tableau C11 : Cours offerts et cours choisis en 11e année :
Orientation et formation au cheminement de carrière**

Orientation et formation au cheminement de carrière	# d'écoles qui ont offert les cours (10 écoles)	% des élèves en 11 ^e année qui ont choisi les cours (14 écoles)
GWL3O – Planification de carrière	1	0
GPP3O – Leadership et entraide	0	0
GLE3O – Stratégies d'apprentissage supérieures	1	0

Tableau C12 : Surveyed Grade 10s, by Course Type

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	other	32	2.7	2.7	2.7
	academic	732	61.9	61.9	64.6
	applied	252	21.3	21.3	86.0
	mix of acad. and app	166	14.0	14.0	100.0

Total	1182	100.0	100.0
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Tableau C13 : Importance of Annual Education Plan in course selection, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence: annual education plan	very important	Count	2	99	40	16	157
		% within LEVEL	7.1%	13.8%	16.7%	9.9%	13.7%
	somewhat important	Count	11	233	101	77	422
		% within LEVEL	39.3%	32.5%	42.3%	47.5%	36.9%
	not very important	Count	8	234	74	41	357
		% within LEVEL	28.6%	32.7%	31.0%	25.3%	31.2%
	not at all important	Count	7	150	24	28	209
		% within LEVEL	25.0%	20.9%	10.0%	17.3%	18.3%
Total		Count	28	716	239	162	1145
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C14: Importance of career interests in course selection, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence: career interests	very important	Count	17	576	143	120	856
		% within LEVEL	60.7%	79.7%	58.6%	72.3%	73.7%
	somewhat important	Count	7	127	78	34	246
		% within LEVEL	25.0%	17.6%	32.0%	20.5%	21.2%
	not very important	Count	1	17	19	11	48
		% within LEVEL	3.6%	2.4%	7.8%	6.6%	4.1%
	not at all important	Count	3	3	4	1	11
		% within LEVEL	10.7%	.4%	1.6%	.6%	.9%
Total		Count	28	723	244	166	1161

	% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%
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Tableau C15: Importance of keeping options open in course selection, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence: open career options	very important	Count	6	288	57	39	390
		% within LEVEL	21.4%	39.9%	23.5%	23.9%	33.7%
	somewhat important	Count	12	310	111	89	522
		% within LEVEL	42.9%	42.9%	45.7%	54.6%	45.2%
	not very important	Count	4	101	56	30	191
		% within LEVEL	14.3%	14.0%	23.0%	18.4%	16.5%
	not at all important	Count	6	23	19	5	53
		% within LEVEL	21.4%	3.2%	7.8%	3.1%	4.6%
Total		Count	28	722	243	163	1156
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C16: Importance of university plans in course selection, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence: university plans	very important	Count	8	548	22	54	632
		% within LEVEL	26.7%	75.7%	9.1%	33.1%	54.6%
	somewhat important	Count	5	113	48	39	205
		% within LEVEL	16.7%	15.6%	19.9%	23.9%	17.7%
	not very important	Count	6	42	85	49	182
		% within LEVEL	20.0%	5.8%	35.3%	30.1%	15.7%
	not at all important	Count	11	21	86	21	139
		% within LEVEL	36.7%	2.9%	35.7%	12.9%	12.0%
Total		Count	30	724	241	163	1158

	% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%
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Tableau C17: Importance of success in previous courses in course selection, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence: success in previous courses	very important	Count	8	337	89	73	507
		% within LEVEL	28.6%	46.7%	36.6%	44.2%	43.8%
	somewhat important	Count	13	290	105	76	484
		% within LEVEL	46.4%	40.2%	43.2%	46.1%	41.8%
	not very important	Count	5	69	41	14	129
		% within LEVEL	17.9%	9.6%	16.9%	8.5%	11.1%
	not at all important	Count	2	25	8	2	37
		% within LEVEL	7.1%	3.5%	3.3%	1.2%	3.2%
Total		Count	28	721	243	165	1157
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C18: Importance of college plans in course selection, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence: college plans	very important	Count	9	141	137	79	366
		% within LEVEL	31.0%	19.7%	55.9%	47.9%	31.7%
	somewhat important	Count	7	182	73	58	320
		% within LEVEL	24.1%	25.4%	29.8%	35.2%	27.7%
	not very important	Count	6	179	21	11	217
		% within LEVEL	20.7%	25.0%	8.6%	6.7%	18.8%
	not at all important	Count	7	215	14	17	253
		% within LEVEL	24.1%	30.0%	5.7%	10.3%	21.9%

Total	Count	29	717	245	165	1156
	% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C19: Importance of cost of college/university in course selection, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence: cost of college/university	very important	Count	7	193	93	46	339
		% within LEVEL	25.0%	26.8%	38.3%	28.0%	29.3%
	somewhat important	Count	8	193	67	54	322
		% within LEVEL	28.6%	26.8%	27.6%	32.9%	27.9%
	not very important	Count	5	198	45	43	291
		% within LEVEL	17.9%	27.5%	18.5%	26.2%	25.2%
	not at all important	Count	8	137	38	21	204
		% within LEVEL	28.6%	19.0%	15.6%	12.8%	17.6%
Total		Count	28	721	243	164	1156
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C20: Importance of parental advice in course selection, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence: parental advice	very important	Count	8	155	42	36	241
		% within LEVEL	28.6%	21.5%	17.3%	21.8%	20.8%
	somewhat important	Count	9	326	97	66	498
		% within LEVEL	32.1%	45.2%	39.9%	40.0%	43.0%
	not very important	Count	5	171	65	52	293
		% within LEVEL	17.9%	23.7%	26.7%	31.5%	25.3%
	not at all	Count	6	69	39	11	125
		% within LEVEL					

	important	% within LEVEL	21.4%	9.6%	16.0%	6.7%	10.8%
Total		Count	28	721	243	165	1157
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C21: Importance of interest in practical learning in course selection, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
interest in practical learning	very important	Count	4	82	67	30	183
		% within LEVEL	14.8%	11.6%	27.7%	18.3%	16.0%
	somewhat important	Count	11	251	112	85	459
		% within LEVEL	40.7%	35.5%	46.3%	51.8%	40.2%
	not very important	Count	8	234	54	44	340
		% within LEVEL	29.6%	33.1%	22.3%	26.8%	29.8%
	not at all important	Count	4	141	9	5	159
		% within LEVEL	14.8%	19.9%	3.7%	3.0%	13.9%
Total		Count	27	708	242	164	1141
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C22: Importance of interest in difficulty of courses in course selection, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence: difficulty of courses	very important	Count	9	181	69	50	309
		% within LEVEL	32.1%	25.2%	28.8%	30.9%	26.9%
	somewhat important	Count	14	356	128	87	585
		% within LEVEL	50.0%	49.6%	53.3%	53.7%	51.0%
	not very important	Count	4	131	37	25	197
		% within LEVEL	14.3%	18.2%	15.4%	15.4%	17.2%
	not at all	Count	1	50	6		57
		% within LEVEL					

	important	% within LEVEL	3.6%	7.0%	2.5%		5.0%
Total		Count	28	718	240	162	1148
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C23: Importance of guidance counselor advice in course selection, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence: guidance counselor	very important	Count	6	104	32	24	166
		% within LEVEL	22.2%	14.5%	13.4%	14.5%	14.4%
	somewhat important	Count	11	252	86	71	420
		% within LEVEL	40.7%	35.0%	36.0%	42.8%	36.5%
	not very important	Count	5	229	83	45	362
		% within LEVEL	18.5%	31.8%	34.7%	27.1%	31.5%
	not at all important	Count	5	134	38	26	203
		% within LEVEL	18.5%	18.6%	15.9%	15.7%	17.6%
Total		Count	27	719	239	166	1151
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C24: Importance of planning for job after high school in course selection, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence: job planning	very important	Count	8	89	80	47	224
		% within LEVEL	27.6%	12.4%	32.7%	28.5%	19.4%
	somewhat important	Count	9	146	80	41	276
		% within LEVEL	31.0%	20.3%	32.7%	24.8%	23.9%
	not very important	Count	5	216	58	41	320
		% within LEVEL	17.2%	30.1%	23.7%	24.8%	27.7%
	not at all	Count	7	267	27	36	337
		% within LEVEL					

	important	% within LEVEL	24.1%	37.2%	11.0%	21.8%	29.1%
Total		Count	29	718	245	165	1157
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C25: Importance of interest in theoretical learning in course selection, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
interest in theoretical learning	very important	Count	4	411	15	42	472
		% within LEVEL	14.3%	56.8%	6.2%	25.6%	40.8%
	somewhat important	Count	9	254	67	79	409
		% within LEVEL	32.1%	35.1%	27.8%	48.2%	35.4%
	not very important	Count	6	51	111	36	204
		% within LEVEL	21.4%	7.1%	46.1%	22.0%	17.6%
	not at all important	Count	9	7	48	7	71
		% within LEVEL	32.1%	1.0%	19.9%	4.3%	6.1%
Total		Count	28	723	241	164	1156
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C26: Importance of teacher-adviser in course selection, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence: teacher-adviser	very important	Count	5	78	38	20	141
		% within LEVEL	17.9%	10.8%	15.6%	12.0%	12.2%
	somewhat important	Count	10	252	98	64	424
		% within LEVEL	35.7%	34.9%	40.3%	38.6%	36.6%
	not very important	Count	7	246	73	56	382
		% within LEVEL	25.0%	34.0%	30.0%	33.7%	32.9%
	not at all	Count	6	147	34	26	213

	important	% within LEVEL	21.4%	20.3%	14.0%	15.7%	18.4%
Total		Count	28	723	243	166	1160
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C27: Importance of other teachers' advice in course selection, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence: other teachers	very important	Count	1	68	25	29	123
		% within LEVEL	3.6%	9.4%	10.3%	17.5%	10.6%
	somewhat important	Count	10	269	90	45	414
		% within LEVEL	35.7%	37.3%	37.2%	27.1%	35.8%
	not very important	Count	9	243	89	65	406
		% within LEVEL	32.1%	33.7%	36.8%	39.2%	35.1%
	not at all important	Count	8	141	38	27	214
		% within LEVEL	28.6%	19.6%	15.7%	16.3%	18.5%
Total		Count	28	721	242	166	1157
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C28: Importance of friends taking same course in course selection, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence: friends	very important	Count	5	80	43	14	142
		% within LEVEL	17.9%	11.1%	17.6%	8.4%	12.2%
	somewhat important	Count	10	148	83	52	293
		% within LEVEL	35.7%	20.5%	34.0%	31.3%	25.2%
	not very important	Count	6	293	93	70	462
		% within LEVEL	21.4%	40.5%	38.1%	42.2%	39.8%
	not at all	Count	7	202	25	30	264
		% within LEVEL	21.4%	28.1%	10.3%	18.2%	21.8%

	important	% within LEVEL	25.0%	27.9%	10.2%	18.1%	22.7%
Total		Count	28	723	244	166	1161
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C29: Importance of career information in course selection, by type of courses this year
- Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence: career information	very important	Count	2	174	71	46	293
		% within LEVEL	7.1%	24.6%	29.8%	28.6%	25.8%
	somewhat important	Count	14	308	97	75	494
		% within LEVEL	50.0%	43.5%	40.8%	46.6%	43.5%
	not very important	Count	6	165	48	36	255
		% within LEVEL	21.4%	23.3%	20.2%	22.4%	22.5%
	not at all important	Count	6	61	22	4	93
		% within LEVEL	21.4%	8.6%	9.2%	2.5%	8.2%
Total		Count	28	708	238	161	1135
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Table C30: Reason could not take first course choice - Grade 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not available	77	6.5	25.4	25.4
	not enough students	18	1.5	5.9	31.4
	already had 8	125	10.6	41.3	72.6
	other reason	83	7.0	27.4	100.0
	Total	303	25.6	100.0	
Missing		879	74.4		
Total		1182	100.0		

Table C31: Reason could not take first course choice - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	course not available	105	9.5	25.5	25.5
	not enough students	61	5.5	14.8	40.3
	already had 8	118	10.6	28.6	68.9
	other	128	11.5	31.1	100.0
	Total	412	37.1	100.0	
Missing		699	62.9		
Total		1111	100.0		

Tableau C32: Reason could not take first course choice - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	course not available	107	11.0	37.3	37.3
	not enough students	28	2.9	9.8	47.0
	already had 8	59	6.1	20.6	67.6
	other	93	9.6	32.4	100.0
	Total	287	29.5	100.0	
Missing		686	70.5		
Total		973	100.0		

Tableau C33: Took summer course last summer - Grade 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	112	9.5	9.8	9.8
	No	1028	87.0	90.2	100.0
	Total	1140	96.4	100.0	
Missing		42	3.6		
Total		1182	100.0		

Tableau C34: Summer school credits obtained so far - Grade 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	16	1.4	12.5	12.5
	1	86	7.3	67.2	79.7
	2	23	1.9	18.0	97.7
	3	1	.1	.8	98.4
	4	1	.1	.8	99.2
	8	1	.1	.8	100.0
	Total	128	10.8	100.0	
Missing	System	1054	89.2		

Total	1182	100.0		
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Tableau C35: Took summer course last summer - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	109	9.8	9.9	9.9
	No	990	89.1	90.1	100.0
	Total	1099	98.9	100.0	
Missing		12	1.1		
Total		1111	100.0		

Tableau C36: Summer school credits obtained so far - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	31	2.8	22.5	22.5
	1	79	7.1	57.2	79.7
	2	22	2.0	15.9	95.7
	3	4	.4	2.9	98.6
	5	2	.2	1.4	100.0
	Total	138	12.4	100.0	
Missing	System	973	87.6		
Total		1111	100.0		

Tableau C37: Took summer course last summer - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	83	8.5	8.7	8.7
	No	870	89.4	91.3	100.0
	Total	953	97.9	100.0	
Missing		20	2.1		
Total		973	100.0		

Tableau C38: Summer school credits obtained so far - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	29	3.0	21.0	21.0
	1	85	8.7	61.6	82.6
	2	21	2.2	15.2	97.8
	3	2	.2	1.4	99.3
	4	1	.1	.7	100.0

	Total	138	14.2	100.0	
Missing	System	835	85.8		
Total		973	100.0		

Tableau C39: Reason took summer course last summer - Grade 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	make up missing credit	75	6.3	67.6	67.6
	raise mark	23	1.9	20.7	88.3
	reduce workload later	1	.1	.9	89.2
	graduate sooner	5	.4	4.5	93.7
	other	7	.6	6.3	100.0
	Total	111	9.4	100.0	
Missing		1071	90.6		
Total		1182	100.0		

Tableau 40: Reason took summer course last summer - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	make up missing credit	68	6.1	63.0	63.0
	raise mark	21	1.9	19.4	82.4
	reduce workload later	3	.3	2.8	85.2
	graduate sooner	2	.2	1.9	87.0
	other	14	1.3	13.0	100.0
	Total	108	9.7	100.0	
Missing		1003	90.3		
Total		1111	100.0		

Tableau C41: Reason took summer course last summer - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	make up missing credit	46	4.7	57.5	57.5
	raise mark	18	1.8	22.5	80.0
	reduce workload later	4	.4	5.0	85.0
	graduate sooner	8	.8	10.0	95.0
	other	4	.4	5.0	100.0
	Total	80	8.2	100.0	
Missing		893	91.8		
Total		973	100.0		

Tableau C42: Hours per week spent on homework - Grade 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-2	175	14.8	15.7	15.7
	3-5	333	28.2	29.9	45.7
	6-10	397	33.6	35.7	81.4
	11-15	130	11.0	11.7	93.1
	16+	77	6.5	6.9	100.0
	Total	1112	94.1	100.0	
Missing	System	70	5.9		
Total		1182	100.0		

Tableau C43: Hours per week spent on homework - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-2	161	14.5	15.1	15.1
	3-5	266	23.9	25.0	40.1
	6-10	360	32.4	33.8	73.9
	11-15	153	13.8	14.4	88.3
	16+	125	11.3	11.7	100.0
	Total	1065	95.9	100.0	
Missing	System	46	4.1		
Total		1111	100.0		

Tableau C44: Hours per week spent on homework - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-2	138	14.2	15.3	15.3
	3-5	209	21.5	23.2	38.5
	6-10	313	32.2	34.7	73.3
	11-15	132	13.6	14.7	87.9
	16+	109	11.2	12.1	100.0
	Total	901	92.6	100.0	
Missing	System	72	7.4		
Total		973	100.0		

Tableau C45: Have a paid part time job - Grade 10

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	Yes	539	45.6	46.0	46.0
	No	634	53.6	54.0	100.0
	Total	1173	99.2	100.0	
Missing		9	.8		
Total		1182	100.0		

Tableau C46: Have a paid part time job - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	653	58.8	59.0	59.0
	No	454	40.9	41.0	100.0
	Total	1107	99.6	100.0	
Missing		4	.4		
Total		1111	100.0		

Tableau C47: Have a part time job - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	664	68.2	69.1	69.1
	No	297	30.5	30.9	100.0
	Total	961	98.8	100.0	
Missing		12	1.2		
Total		973	100.0		

Tableau C48: Plan to take or taking co-op course(s) in Grades 11 or 12, by post-secondary plans - Grade 10

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
plan to take co-op courses in Grades 11 or 12	Yes	Count	3	22	129	150	10	9	24	347
		% within expectations for the future	37.5%	37.3%	38.7%	28.8%	40.0%	32.1%	30.8%	33.0%
	No	Count	3	12	37	121	2	5	12	192
		% within expectations for the future	37.5%	20.3%	11.1%	23.3%	8.0%	17.9%	15.4%	18.3%
	Don't	Count	2	25	167	249	13	14	42	512
		% within expectations for the future								

	know	% within expectations for the future	25.0%	42.4%	50.2%	47.9%	52.0%	50.0%	53.8%	48.7%
Total	Count		8	59	333	520	25	28	78	1051
	% within expectations for the future		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C49: Plan to take or taking co-op course(s) in Grades 11 or 12, by post-secondary plans - Grade 11

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
plan to take co-op courses in Grades 11 or 12	Yes	Count	2	31	220	114	20	8	14	409
		% within expectations for the future	50.0%	53.4%	49.5%	24.1%	69.0%	30.8%	29.2%	37.8%
	No	Count	2	27	224	359	9	18	34	673
		% within expectations for the future	50.0%	46.6%	50.5%	75.9%	31.0%	69.2%	70.8%	62.2%
Total		Count	4	58	444	473	29	26	48	1082
		% within expectations for the future	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C50: Plan to take or taking co-op course(s) this year, by post-secondary plans - Grade 10

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
Plan to take co-op courses this year	Yes	Count	2	11	87	66	2	4	17	189
		% within expectations for the future	25.0%	19.3%	26.4%	13.0%	8.0%	14.8%	22.1%	18.3%
	No	Count	6	46	242	443	23	23	60	843
		% within expectations for the future	75.0%	80.7%	73.6%	87.0%	92.0%	85.2%	77.9%	81.7%
Total		Count	8	57	329	509	25	27	77	1032

% within expectations for the future	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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Tableau C51: Plan to take or taking co-op course(s) this year, by post-secondary plans - Grade 11

[illegible]

Tableau C52: Plan to take co-op course(s) this year, by post-secondary plans - Grade 12

[illegible]

Tableau C53: Is co-op course related to career plans? - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	closely related	111	10.0	46.1	46.1
	partly related	77	6.9	32.0	78.0
	no	14	1.3	5.8	83.8
	don't know	39	3.5	16.2	100.0
	Total	241	21.7	100.0	
Missing		870	78.3		
Total		1111	100.0		

Tableau C54: Is co-op course related to career plans? - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	closely related	123	12.6	50.6	50.6
	partly related	73	7.5	30.0	80.7
	no	15	1.5	6.2	86.8
	don't know yet	32	3.3	13.2	100.0
	Total	243	25.0	100.0	
Missing		730	75.0		
Total		973	100.0		

Tableau C55: Plan to participate in OYAP - Grade 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	84	7.1	7.7	7.7
	No	354	29.9	32.5	40.2
	Don't know	652	55.2	59.8	100.0
	Total	1090	92.2	100.0	
Missing		92	7.8		
Total		1182	100.0		

Tableau C56 : Plan to take or taking OYAP while in high school - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	93	8.4	8.6	8.6
	No	988	88.9	91.4	100.0
	Total	1081	97.3	100.0	
Missing		30	2.7		

Total	1111	100.0		
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Tableau C57 : Plan to take or taking OYAP while in high school - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	61	6.3	6.6	6.6
	No	868	89.2	93.4	100.0
	Total	929	95.5	100.0	
Missing		44	4.5		
Total		973	100.0		

Tableau C58: Plan to participate in OYAP, by post-secondary plans - Grade 10

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
Plan to participate in OYAP	Yes	Count	2	5	43	19	6	5	4	84
		% within expectations for the future	25.0%	8.3%	12.8%	3.5%	24.0%	17.2%	5.1%	7.8%
	No	Count	4	24	100	182	8	7	22	347
		% within expectations for the future	50.0%	40.0%	29.9%	33.5%	32.0%	24.1%	27.8%	32.2%
	Don't know	Count	2	31	192	342	11	17	53	648
		% within expectations for the future	25.0%	51.7%	57.3%	63.0%	44.0%	58.6%	67.1%	60.1%
Total		Count	8	60	335	543	25	29	79	1079
		% within expectations for the future	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C59 : Plan to take or taking OYAP, by secondary plans - Grade 11

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
Plan to	Yes	Count	1	10	47	21	10		4	93

participate in OYAP this year		% within expectations for the future	25.0%	16.4%	10.7%	4.4%	37.0%		8.7%	8.6%
	No	Count	3	51	391	458	17	25	42	987
		% within expectations for the future	75.0%	83.6%	89.3%	95.6%	63.0%	100.0%	91.3%	91.4%
Total		Count	4	61	438	479	27	25	46	1080
		% within expectations for the future	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C60: Participated in career days - Grade 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	419	35.4	35.4	35.4
	No	763	64.6	64.6	100.0
	Total	1182	100.0	100.0	

Tableau C61: Participated in workplace or industry tours - Grade 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	482	40.8	40.8	40.8
	No	700	59.2	59.2	100.0
	Total	1182	100.0	100.0	

Tableau C62: Participated in job shadowing - Grade 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	736	62.3	62.3	62.3
	No	446	37.7	37.7	100.0
	Total	1182	100.0	100.0	

Tableau C63: Participated in career days - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	533	48.0	48.0	48.0
	No	578	52.0	52.0	100.0
	Total	1111	100.0	100.0	

Tableau C64: Participated in workplace or industry tours - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	418	37.6	37.6	37.6
	No	693	62.4	62.4	100.0
	Total	1111	100.0	100.0	

Tableau C65: Participated in job shadowing - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	563	50.7	50.7	50.7
	No	548	49.3	49.3	100.0
	Total	1111	100.0	100.0	

Tableau C66: Participated in career days or career fairs - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	460	47.3	47.3	47.3
	No	513	52.7	52.7	100.0
	Total	973	100.0	100.0	

Tableau C67: Participated in workplace or industry tours - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	356	36.6	36.6	36.6
	No	617	63.4	63.4	100.0
	Total	973	100.0	100.0	

Tableau C68: Participated in job shadowing - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	448	46.0	46.0	46.0
	No	525	54.0	54.0	100.0
	Total	973	100.0	100.0	

Tableau C69: Community involvement hours completed so far- Grade 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	378	32.0	32.0	32.0
	1-3	25	2.1	2.1	34.1

4-10	126	10.7	10.7	44.8
11-20	175	14.8	14.8	59.6
21-30	119	10.1	10.1	69.6
31-39	53	4.5	4.5	74.1
40 or more	306	25.9	25.9	100.0
Total	1182	100.0	100.0	

Tableau C70: Community involvement hours completed so far - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	none	248	22.3	22.3	22.3
	1-3	20	1.8	1.8	24.1
	4-10	77	6.9	6.9	31.1
	11-20	115	10.4	10.4	41.4
	21-30	109	9.8	9.8	51.2
	31-39	82	7.4	7.4	58.6
	40 or more	460	41.4	41.4	100.0
	Total	1111	100.0	100.0	

Tableau C71: Expected number of years to graduate from high school - Grade 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 years or less	838	70.9	72.1	72.1
	4.5 years	172	14.6	14.8	86.9
	5 years	48	4.1	4.1	91.0
	5+ years	16	1.4	1.4	92.4
	don't expect to graduate	4	.3	.3	92.8
	don't know	84	7.1	7.2	100.0
	Total	1162	98.3	100.0	
Missing		20	1.7		
Total		1182	100.0		

Tableau C72: Expected number of years to graduate from high school - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4 years or less	802	72.2	72.9	72.9
	4.5 years	143	12.9	13.0	85.9
	5 years	96	8.6	8.7	94.6
	5+ years	6	.5	.5	95.2

	don't expect to graduate	1	.1	.1	95.3
	don't know	52	4.7	4.7	100.0
	Total	1100	99.0	100.0	
Missing		11	1.0		
Total		1111	100.0		

Tableau C73: Expected number of years to graduate from high school, by post-secondary plans - Grade 11

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
expected number of years to graduate	4 years or less	Count		23	321	399	20	11	27	801
		% within expectations for the future		38.3%	71.3%	82.6%	69.0%	42.3%	56.3%	72.9%
	4.5 years	Count		19	67	39	5	8	5	143
		% within expectations for the future		31.7%	14.9%	8.1%	17.2%	30.8%	10.4%	13.0%
	5 years	Count	1	12	37	32	2	4	8	96
		% within expectations for the future	33.3%	20.0%	8.2%	6.6%	6.9%	15.4%	16.7%	8.7%
	5+ years	Count		1		3	1	1		6
		% within expectations for the future		1.7%		.6%	3.4%	3.8%		.5%
	don't expect to graduate	Count							1	1
		% within expectations for the future							2.1%	.1%
	don't know	Count	2	5	25	10	1	2	7	52
		% within expectations for the future	66.7%	8.3%	5.6%	2.1%	3.4%	7.7%	14.6%	4.7%
Total		Count	3	60	450	483	29	26	48	1099

	% within expectations for the future	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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Tableau C74: Expected number of years to graduate from high school, by post-secondary plans - Grade 12

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
expected number of years to graduate	4 years or less	Count	1	29	263	121	17	8	9	448
		% within expectations for the future	16.7%	58.0%	62.8%	29.6%	54.8%	61.5%	39.1%	47.1%
	4.5 years	Count	1	4	67	42	6		5	125
		% within expectations for the future	16.7%	8.0%	16.0%	10.3%	19.4%		21.7%	13.1%
	5 years	Count	2	10	65	241	5	5	9	337
		% within expectations for the future	33.3%	20.0%	15.5%	58.9%	16.1%	38.5%	39.1%	35.4%
	5+ years	Count	1	3	2					6
		% within expectations for the future	16.7%	6.0%	.5%					.6%
	don't expect to graduate	Count	1		1	1				3
		% within expectations for the future	16.7%		.2%	.2%				.3%
	don't know	Count		4	21	4	3			32
		% within expectations for the future		8.0%	5.0%	1.0%	9.7%			3.4%
Total		Count	6	50	419	409	31	13	23	951
		% within expectations for the future	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C75: Plan to take a year or more off before post-secondary education, by post-secondary plans

Grade 11

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
plan to postpone higher ed, take a year or more off	Yes	Count	3	34	92	28	9	11	11	188
		% within expectations for the future	75.0%	55.7%	20.4%	5.8%	31.0%	44.0%	22.9%	17.1%
	No	Count		7	220	327	11	7	11	583
		% within expectations for the future		11.5%	48.8%	68.1%	37.9%	28.0%	22.9%	53.1%
	Don't know	Count	1	10	137	122	6	6	24	306
		% within expectations for the future	25.0%	16.4%	30.4%	25.4%	20.7%	24.0%	50.0%	27.9%
	Don't plan to attend	Count		10	2	3	3	1	2	21
		% within expectations for the future		16.4%	.4%	.6%	10.3%	4.0%	4.2%	1.9%
Total		Count	4	61	451	480	29	25	48	1098
		% within expectations for the future	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C76: Expected number of years to graduate from high school, by post-secondary plans - Grade 12

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
plan to postpone higher ed, take a year or more off	Yes	Count	3	23	49	7	12	4	6	104
		% within expectations for the future	50.0%	46.0%	11.8%	1.7%	38.7%	30.8%	26.1%	11.0%
	No	Count	1	6	284	344	12	6	3	656
		% within expectations for the future	16.7%	12.0%	68.1%	84.1%	38.7%	46.2%	13.0%	69.1%
	Don't	Count		16	82	56	4	3	14	175

	know	% within expectations for the future		32.0%	19.7%	13.7%	12.9%	23.1%	60.9%	18.4%
	Don't plan to attend	Count	2	5	2	2	3			14
		% within expectations for the future	33.3%	10.0%	.5%	.5%	9.7%			1.5%
Total		Count	6	50	417	409	31	13	23	949
		% within expectations for the future	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C77: Plan to take a year or more off to take break from school, by post-secondary plans - Grade 11

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
plan to postpone higher ed to take break from school	Yes	Count	3	2	13	7			1	26
		% within expectations for the future	100.0%	5.9%	13.5%	21.9%			9.1%	13.3%
	No	Count		32	83	25	9	11	10	170
		% within expectations for the future		94.1%	86.5%	78.1%	100.0%	100.0%	90.9%	86.7%
Total		Count	3	34	96	32	9	11	11	196
		% within expectations for the future	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C78: Plan to take a year or more off to take break from school, by post-secondary plans - Grade 12

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
plan to postpone higher ed to take break from	Yes	Count	2	2	5				2	11
		% within expectations for the future	66.7%	8.7%	10.0%				33.3%	10.5%
	No	Count	1	21	45	7	12	4	4	94

school	% within expectations for the future	33.3%	91.3%	90.0%	100.0%	100.0%	100.0%	66.7%	89.5%
Total	Count	3	23	50	7	12	4	6	105
	% within expectations for the future	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C79: Plan to take a year or more off to avoid double cohort, by post-secondary plans - Grade 11

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
plan to postpone higher ed to avoid double cohort	Yes	Count	1	2	18	26		3	5	55
		% within expectations for the future	25.0%	5.9%	18.8%	59.1%		27.3%	41.7%	26.2%
	No	Count	3	32	78	18	9	8	7	155
		% within expectations for the future	75.0%	94.1%	81.3%	40.9%	100.0%	72.7%	58.3%	73.8%
Total	Count		4	34	96	44	9	11	12	210
	% within expectations for the future		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C80: Plan to take a year or more off to avoid double cohort, by post-secondary plans - Grade 12

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
plan to postpone higher ed to avoid double cohort	Yes	Count		1	5	8			1	15
		% within expectations for the future		4.2%	10.2%	57.1%			16.7%	13.4%
	No	Count	3	23	44	6	12	4	5	97
		% within expectations for the future	100.0%	95.8%	89.8%	42.9%	100.0%	100.0%	83.3%	86.6%
Total	Count		3	24	49	14	12	4	6	112

[illegible]

Tableau C81: Plan to take a year or more off to make money for school, by post-secondary plans - Grade 11

[illegible]

Tableau 82: Plan to take a year or more off to make money for school, by post-secondary plans - Grade 12

[illegible]

Tableau C83: Plan to take a year or more off for other reasons, by post-secondary plans - Grade 11

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
plan to postpone higher ed for other reasons	Yes	Count		7	15	18	1	1	5	47
		% within expectations for the future		20.6%	16.1%	48.6%	11.1%	9.1%	41.7%	23.6%
	No	Count	3	27	78	19	8	10	7	152
		% within expectations for the future	100.0%	79.4%	83.9%	51.4%	88.9%	90.9%	58.3%	76.4%
Total	Count		3	34	93	37	9	11	12	199
	% within expectations for the future		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C84: Plan to take a year or more off for other reasons, by post-secondary plans - Grade 12

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
plan to postpone higher ed for other reasons	Yes	Count	1	3	6	4	1	1	1	17
		% within expectations for the future	33.3%	12.5%	12.2%	44.4%	8.3%	25.0%	16.7%	15.9%
	No	Count	2	21	43	5	11	3	5	90
		% within expectations for the future	66.7%	87.5%	87.8%	55.6%	91.7%	75.0%	83.3%	84.1%
Total	Count		3	24	49	9	12	4	6	107
	% within expectations for the future		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C85: Post-secondary plans - Grade 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not graduate	9	.8	.8	.8

	graduate and work	61	5.2	5.2	6.0
	college	355	30.0	30.5	36.5
	university	597	50.5	51.3	87.8
	apprentice	26	2.2	2.2	90.0
	other	31	2.6	2.7	92.7
	uncertain	85	7.2	7.3	100.0
	Total	1164	98.5	100.0	
Missing		18	1.5		
Total		1182	100.0		

Tableau C86: Post-secondary plans - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not graduate	4	.4	.4	.4
	graduate and work	62	5.6	5.6	6.0
	college	455	41.0	41.1	47.0
	university	484	43.6	43.7	90.7
	apprentice	29	2.6	2.6	93.3
	other	26	2.3	2.3	95.7
	uncertain	48	4.3	4.3	100.0
	Total	1108	99.7	100.0	
Missing		3	.3		
Total		1111	100.0		

Tableau C87: Post-secondary plans - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not graduate	6	.6	.6	.6
	graduate and work	51	5.2	5.3	5.9
	college	424	43.6	44.1	50.1
	university	413	42.4	43.0	93.0
	apprentice	31	3.2	3.2	96.3
	other	13	1.3	1.4	97.6
	uncertain	23	2.4	2.4	100.0
	Total	961	98.8	100.0	
Missing		12	1.2		
Total		973	100.0		

Tableau C88: Post-secondary plans, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
expectations for the future	not graduate	Count	3	3	2	1	9
		% within expectations for the future	33.3%	33.3%	22.2%	11.1%	100.0%
		% within LEVEL	10.7%	.4%	.8%	.6%	.8%
	graduate and work	Count	3	12	39	7	61
		% within expectations for the future	4.9%	19.7%	63.9%	11.5%	100.0%
		% within LEVEL	10.7%	1.6%	16.0%	4.3%	5.2%
	college	Count	7	105	160	83	355
		% within expectations for the future	2.0%	29.6%	45.1%	23.4%	100.0%
		% within LEVEL	25.0%	14.4%	65.6%	50.6%	30.5%
	university	Count	10	531	7	49	597
		% within expectations for the future	1.7%	88.9%	1.2%	8.2%	100.0%
		% within LEVEL	35.7%	72.9%	2.9%	29.9%	51.3%
	apprentice	Count	2	11	12	1	26
		% within expectations for the future	7.7%	42.3%	46.2%	3.8%	100.0%
		% within LEVEL	7.1%	1.5%	4.9%	.6%	2.2%
	other	Count		21	4	6	31
		% within expectations for the future		67.7%	12.9%	19.4%	100.0%
		% within LEVEL		2.9%	1.6%	3.7%	2.7%
	uncertain	Count	3	45	20	17	85
		% within expectations for the future	3.5%	52.9%	23.5%	20.0%	100.0%

		% within LEVEL	10.7%	6.2%	8.2%	10.4%	7.3%
Total		Count	28	728	244	164	1164
		% within expectations for the future	2.4%	62.5%	21.0%	14.1%	100.0%
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C89: Influence of parents on educational and career plans, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence of parents on educ. and career plans	very important	Count	12	202	86	48	348
		% within LEVEL	42.9%	27.9%	35.0%	29.1%	29.9%
	somewhat important	Count	7	275	107	60	449
		% within LEVEL	25.0%	38.0%	43.5%	36.4%	38.6%
	not very important	Count	7	191	36	43	277
		% within LEVEL	25.0%	26.4%	14.6%	26.1%	23.8%
	not at all important	Count	2	56	17	14	89
		% within LEVEL	7.1%	7.7%	6.9%	8.5%	7.7%
Total		Count	28	724	246	165	1163
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C90: Influence of teacher-adviser on educational and career plans, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence of teacher-adviser on educ. and career plans	very important	Count	2	67	33	23	125
		% within LEVEL	7.1%	9.3%	13.5%	13.9%	10.8%

	somewhat important	Count	11	213	88	56	368
		% within LEVEL	39.3%	29.5%	35.9%	33.9%	31.7%
	not very important	Count	11	289	79	62	441
		% within LEVEL	39.3%	40.0%	32.2%	37.6%	38.0%
	not at all important	Count	4	153	45	24	226
		% within LEVEL	14.3%	21.2%	18.4%	14.5%	19.5%
Total		Count	28	722	245	165	1160
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C91: Influence of other teachers on educational and career plans, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence of other teachers on educ. and career plans	very important	Count	3	43	21	22	89
		% within LEVEL	10.7%	6.0%	8.6%	13.4%	7.7%
	somewhat important	Count	8	201	80	50	339
		% within LEVEL	28.6%	28.0%	32.9%	30.5%	29.4%
	not very important	Count	11	316	98	65	490
		% within LEVEL	39.3%	43.9%	40.3%	39.6%	42.5%
	not at all important	Count	6	159	44	27	236
		% within LEVEL	21.4%	22.1%	18.1%	16.5%	20.5%
Total		Count	28	719	243	164	1154
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C92: Influence of guidance counselor on educational and career plans, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence of guidance counselor on educ. and career plans	very important	Count	4	95	35	18	152
		% within LEVEL	14.3%	13.2%	14.3%	11.0%	13.1%
	somewhat important	Count	11	207	72	56	346
		% within LEVEL	39.3%	28.8%	29.4%	34.1%	29.9%
	not very important	Count	7	255	93	65	420
		% within LEVEL	25.0%	35.5%	38.0%	39.6%	36.3%
	not at all important	Count	6	162	45	25	238
		% within LEVEL	21.4%	22.5%	18.4%	15.2%	20.6%
	Total	Count	28	719	245	164	1156
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Taleau C93: Influence of friends on educational and career plans, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence of friends on educ. and career plans	very important	Count	11	64	69	28	172
		% within LEVEL	39.3%	8.9%	28.2%	17.3%	14.9%
	somewhat important	Count	6	197	90	65	358
		% within LEVEL	21.4%	27.5%	36.7%	40.1%	31.1%
	not very important	Count	7	290	62	51	410
		% within LEVEL	25.0%	40.5%	25.3%	31.5%	35.6%
	not at all	Count	4	165	24	18	211
		% within LEVEL					
	Total	Count					
		% within LEVEL					

	important	% within LEVEL	14.3%	23.0%	9.8%	11.1%	18.3%
Total		Count	28	716	245	162	1151
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C94: Influence of role model on educational and career plans, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence of role model on educ. and career plans	very important	Count	2	81	42	21	146
		% within LEVEL	7.1%	11.3%	17.3%	12.8%	12.7%
	somewhat important	Count	13	216	97	59	385
		% within LEVEL	46.4%	30.2%	39.9%	36.0%	33.4%
	not very important	Count	9	230	68	56	363
		% within LEVEL	32.1%	32.1%	28.0%	34.1%	31.5%
	not at all important	Count	4	189	36	28	257
		% within LEVEL	14.3%	26.4%	14.8%	17.1%	22.3%
Total		Count	28	716	243	164	1151
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C95: Influence of Annual Education Plan on educational and career plans, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence of Annual Education plan on educ. and career plans	very important	Count	9	147	70	39	265
		% within LEVEL	32.1%	20.4%	28.7%	23.8%	22.9%
	somewhat	Count	9	241	99	62	411
		% within LEVEL					

	important	% within LEVEL	32.1%	33.5%	40.6%	37.8%	35.6%
		Count	4	207	53	36	300
	not very important	% within LEVEL	14.3%	28.8%	21.7%	22.0%	26.0%
		Count	6	124	22	27	179
	not at all important	% within LEVEL	21.4%	17.2%	9.0%	16.5%	15.5%
		Count	6	124	22	27	179
Total	Count		28	719	244	164	1155
	% within LEVEL		100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C96: Influence of career information on educational and career plans, by type of courses this year - Grade 10

			LEVEL				Total
			other	academic	applied	mix of acad. and app	
influence of career information on educ. and career plans	very important	Count		59	10	9	78
		% within LEVEL		59.6%	20.4%	47.4%	45.3%
	somewhat important	Count	2	16	13	5	36
		% within LEVEL	40.0%	16.2%	26.5%	26.3%	20.9%
	not very important	Count		6	7		13
		% within LEVEL		6.1%	14.3%		7.6%
	not at all important	Count	3	18	19	5	45
		% within LEVEL	60.0%	18.2%	38.8%	26.3%	26.2%
	Count		5	99	49	19	172
	% within LEVEL		100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C97: Influence of career-related activities on educational and career plans, by type of courses this year - Grade 10

	LEVEL	Total
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			other	academic	applied	mix of acad. and app	
influence of career-related activities on educ. and career plans	very important	Count	6	196	74	54	330
		% within LEVEL	21.4%	27.3%	30.7%	32.9%	28.7%
	somewhat important	Count	6	299	98	64	467
		% within LEVEL	21.4%	41.6%	40.7%	39.0%	40.6%
	not very important	Count	11	159	47	32	249
		% within LEVEL	39.3%	22.1%	19.5%	19.5%	21.6%
	not at all important	Count	5	64	22	14	105
		% within LEVEL	17.9%	8.9%	9.1%	8.5%	9.1%
Total		Count	28	718	241	164	1151
		% within LEVEL	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C98: Influence of parents on educational and career plans - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	283	25.5	25.7	25.7
	somewhat important	486	43.7	44.2	69.9
	not very important	246	22.1	22.4	92.3
	not at all important	85	7.7	7.7	100.0
	Total	1100	99.0	100.0	
Missing		11	1.0		
Total		1111	100.0		

Tableau C99: Influence of teacher-adviser on educational and career plans - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	101	9.1	9.2	9.2
	somewhat important	395	35.6	35.9	45.0
	not very important	371	33.4	33.7	78.7
	not at all important	234	21.1	21.3	100.0
	Total	1101	99.1	100.0	

Missing		10	.9		
Total		1111	100.0		

Tableau C100: Influence of other teachers on educational and career plans - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	65	5.9	5.9	5.9
	somewhat important	340	30.6	31.1	37.0
	not very important	445	40.1	40.6	77.6
	not at all important	245	22.1	22.4	100.0
	Total	1095	98.6	100.0	
Missing		16	1.4		
Total		1111	100.0		

Tableau C101: Influence of guidance counselor on educational and career plans - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	134	12.1	12.2	12.2
	somewhat important	389	35.0	35.5	47.8
	not very important	352	31.7	32.1	79.9
	not at all important	220	19.8	20.1	100.0
	Total	1095	98.6	100.0	
Missing		16	1.4		
Total		1111	100.0		

Tableau C102: Influence of friends on educational and career plans - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	170	15.3	15.5	15.5
	somewhat important	291	26.2	26.5	42.0
	not very important	424	38.2	38.6	80.6
	not at all important	213	19.2	19.4	100.0
	Total	1098	98.8	100.0	
Missing		13	1.2		
Total		1111	100.0		

Tableau C103: Influence of role model on educational and career plans - Grade 11

	Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	very important	253	22.8	23.2	23.2
	somewhat important	323	29.1	29.6	52.7
	not very important	300	27.0	27.5	80.2
	not at all important	216	19.4	19.8	100.0
	Total	1092	98.3	100.0	
Missing		19	1.7		
Total		1111	100.0		

Tableau C104: Influence of Annual Education Plan on educational and career plans - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	207	18.6	19.0	19.0
	somewhat important	346	31.1	31.8	50.8
	not very important	301	27.1	27.6	78.4
	not at all important	235	21.2	21.6	100.0
	Total	1089	98.0	100.0	
Missing		22	2.0		
Total		1111	100.0		

Tableau C105: Influence of career information on educational and career plans - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	106	9.5	66.7	66.7
	somewhat important	19	1.7	11.9	78.6
	not very important	9	.8	5.7	84.3
	not at all important	25	2.3	15.7	100.0
	Total	159	14.3	100.0	
Missing		952	85.7		
Total		1111	100.0		

Tableau C106: Influence of career-related activities on educational and career plans - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	296	26.6	27.2	27.2
	somewhat important	456	41.0	41.8	69.0
	not very important	249	22.4	22.8	91.8
	not at all important	89	8.0	8.2	100.0
	Total	1090	98.1	100.0	

Missing		21	1.9		
Total		1111	100.0		

Tableau C107: Influence of career studies course on educational and career plans - Grade 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	318	28.6	29.1	29.1
	somewhat important	419	37.7	38.3	67.4
	not very important	229	20.6	20.9	88.3
	not at all important	128	11.5	11.7	100.0
	Total	1094	98.5	100.0	
Missing		17	1.5		
Total		1111	100.0		

Tableau C108: Influence of parents on educational and career plans - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	231	23.7	24.1	24.1
	somewhat important	394	40.5	41.1	65.2
	not very important	248	25.5	25.9	91.1
	not at all important	85	8.7	8.9	100.0
	Total	958	98.5	100.0	
Missing		15	1.5		
Total		973	100.0		

Tableau C109: Influence of teacher-adviser on educational and career plans - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	91	9.4	9.5	9.5
	somewhat important	280	28.8	29.3	38.8
	not very important	372	38.2	39.0	77.8
	not at all important	212	21.8	22.2	100.0
	Total	955	98.2	100.0	
Missing		18	1.8		
Total		973	100.0		

Tableau C110: Influence of other teachers on educational and career plans - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
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Valid	very important	64	6.6	6.8	6.8
	somewhat important	248	25.5	26.2	32.9
	not very important	396	40.7	41.8	74.8
	not at all important	239	24.6	25.2	100.0
	Total	947	97.3	100.0	
Missing		26	2.7		
Total		973	100.0		

Tableau C111: Influence of guidance counselor on educational and career plans - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	95	9.8	10.0	10.0
	somewhat important	309	31.8	32.4	42.4
	not very important	304	31.2	31.9	74.3
	not at all important	245	25.2	25.7	100.0
	Total	953	97.9	100.0	
Missing		20	2.1		
Total		973	100.0		

Tableau C112: Influence of friends on educational and career plans - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	114	11.7	12.0	12.0
	somewhat important	285	29.3	29.9	41.9
	not very important	345	35.5	36.2	78.2
	not at all important	208	21.4	21.8	100.0
	Total	952	97.8	100.0	
Missing		21	2.2		
Total		973	100.0		

Tableau C113: Influence of role model on educational and career plans - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	191	19.6	20.1	20.1
	somewhat important	338	34.7	35.5	55.6
	not very important	238	24.5	25.0	80.7
	not at all important	184	18.9	19.3	100.0
	Total	951	97.7	100.0	
Missing		22	2.3		

Total	973	100.0		
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Tableau C114: Influence of career information on educational and career plans - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	250	25.7	26.4	26.4
	somewhat important	377	38.7	39.9	66.3
	not very important	217	22.3	22.9	89.2
	not at all important	102	10.5	10.8	100.0
	Total	946	97.2	100.0	
Missing		27	2.8		
Total		973	100.0		

Tableau C115: Influence of career-related activities on educational and career plans - Grade 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very important	151	15.5	16.0	16.0
	somewhat important	219	22.5	23.3	39.3
	not very important	278	28.6	29.5	68.9
	not at all important	293	30.1	31.1	100.0
	Total	941	96.7	100.0	
Missing		32	3.3		
Total		973	100.0		

Tableau C116: Facteurs qui influencent le choix d'école française - les cours offerts - 10e année

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tres important	488	41.3	42.7	42.7
	assez important	464	39.3	40.6	83.4
	pas tres important	149	12.6	13.0	96.4
	pas du tout important	41	3.5	3.6	100.0
	Total	1142	96.6	100.0	
Missing		40	3.4		
Total		1182	100.0		

Tableau C117: Facteurs qui influencent le choix d'école française - la valeur de ton héritage culturel - 10e année

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tres important	239	20.2	20.9	20.9

	assez important	460	38.9	40.3	61.2
	pas tres important	312	26.4	27.3	88.5
	pas du tout important	131	11.1	11.5	100.0
	Total	1142	96.6	100.0	
Missing		40	3.4		
Total		1182	100.0		

Tableau C118: Facteurs qui influencent le choix d'école française - compétences en français - 10e année

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tres important	498	42.1	43.7	43.7
	assez important	465	39.3	40.8	84.5
	pas tres important	137	11.6	12.0	96.6
	pas du tout important	39	3.3	3.4	100.0
	Total	1139	96.4	100.0	
Missing		43	3.6		
Total		1182	100.0		

Tableau C119: Facteurs qui influencent le choix d'école française - compétences en anglais - 10e année

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tres important	399	33.8	35.0	35.0
	assez important	516	43.7	45.3	80.3
	pas tres important	157	13.3	13.8	94.0
	pas du tout important	68	5.8	6.0	100.0
	Total	1140	96.4	100.0	
Missing		42	3.6		
Total		1182	100.0		

Tableau C120: Facteurs qui influencent le choix d'école française - autre - 10e année

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tres important	62	5.2	45.6	45.6
	assez important	30	2.5	22.1	67.6
	pas tres important	11	.9	8.1	75.7
	pas du tout important	33	2.8	24.3	100.0
	Total	136	11.5	100.0	
Missing		1046	88.5		

Total	1182	100.0		
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Tableau C121: Facteurs qui influencent le choix d'école française - les cours offerts - 11e année

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tres important	458	41.2	42.2	42.2
	assez important	431	38.8	39.7	81.9
	pas tres important	121	10.9	11.2	93.1
	pas du tout important	75	6.8	6.9	100.0
	Total	1085	97.7	100.0	
Missing		26	2.3		
Total		1111	100.0		

Tableau C122: Facteurs qui influencent le choix d'école française - la valeur de ton héritage culturel - 11e année

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tres important	198	17.8	18.2	18.2
	assez important	400	36.0	36.9	55.1
	pas tres important	332	29.9	30.6	85.7
	pas du tout important	155	14.0	14.3	100.0
	Total	1085	97.7	100.0	
Missing		26	2.3		
Total		1111	100.0		

Tableau C123: Facteurs qui influencent le choix d'école française - compétences en français - 11e année

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tres important	422	38.0	39.0	39.0
	assez important	451	40.6	41.7	80.7
	pas tres important	150	13.5	13.9	94.5
	pas du tout important	59	5.3	5.5	100.0
	Total	1082	97.4	100.0	
Missing		29	2.6		
Total		1111	100.0		

Tableau C124: Facteurs qui influencent le choix d'école française - compétences en anglais - 11e année

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tres important	340	30.6	31.4	31.4
	assez important	479	43.1	44.3	75.7
	pas tres important	184	16.6	17.0	92.7
	pas du tout important	79	7.1	7.3	100.0
	Total	1082	97.4	100.0	
Missing		29	2.6		
Total		1111	100.0		

Tableau C125: Facteurs qui influencent le choix d'école française - autre - 11e année

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tres important	58	5.2	45.0	45.0
	assez important	30	2.7	23.3	68.2
	pas tres important	13	1.2	10.1	78.3
	pas du tout important	28	2.5	21.7	100.0
	Total	129	11.6	100.0	
Missing		982	88.4		
Total		1111	100.0		

Tableau C126: Facteurs qui influencent le choix d'école française - les cours offerts - 12e année

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tres important	440	45.2	46.7	46.7
	assez important	330	33.9	35.0	81.7
	pas tres important	101	10.4	10.7	92.4
	pas du tout important	72	7.4	7.6	100.0
	Total	943	96.9	100.0	
Missing		30	3.1		
Total		973	100.0		

Tableau C127: Facteurs qui influencent le choix d'école française - la valeur de ton héritage culturel - 12e année

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tres important	198	20.3	21.1	21.1
	assez important	351	36.1	37.4	58.5
	pas tres important	263	27.0	28.0	86.6
	pas du tout important	126	12.9	13.4	100.0

	Total	938	96.4	100.0	
Missing		35	3.6		
Total		973	100.0		

Tableau C128: Facteurs qui influencent le choix d'école française - compétences en français - 12e année

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tres important	364	37.4	39.0	39.0
	assez important	406	41.7	43.5	82.4
	pas tres important	103	10.6	11.0	93.5
	pas du tout important	61	6.3	6.5	100.0
	Total	934	96.0	100.0	
Missing		39	4.0		
Total		973	100.0		

Tableau C129: Facteurs qui influencent le choix d'école française - compétences en anglais - 12e année

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tres important	259	26.6	27.8	27.8
	assez important	441	45.3	47.3	75.1
	pas tres important	145	14.9	15.6	90.7
	pas du tout important	87	8.9	9.3	100.0
	Total	932	95.8	100.0	
Missing		41	4.2		
Total		973	100.0		

Tableau C130: Facteurs qui influencent le choix d'école française - autre - 12e année

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	tres important	36	3.7	35.3	35.3
	assez important	15	1.5	14.7	50.0
	pas tres important	13	1.3	12.7	62.7
	pas du tout important	38	3.9	37.3	100.0
	Total	102	10.5	100.0	
Missing		871	89.5		
Total		973	100.0		

Tableau C131: Préférence au niveau de la langue d'étude par aspirations post-secondaires - 11e année

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
Preferred language of college or university	Francais	Count		24	255	277	12	8	25	601
		% within expectations for the future		39.3%	57.0%	58.6%	42.9%	33.3%	52.1%	55.4%
	Anglais	Count	1	24	190	195	13	14	22	459
		% within expectations for the future	33.3%	39.3%	42.5%	41.2%	46.4%	58.3%	45.8%	42.3%
	Not going	Count	2	13	2	1	3	2	1	24
		% within expectations for the future	66.7%	21.3%	.4%	.2%	10.7%	8.3%	2.1%	2.2%
Total		Count	3	61	447	473	28	24	48	1084
		% within expectations for the future	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C132: Préférence au niveau de la langue d'étude par aspirations post-secondaires - 12e année

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
Preferred language of college or university	Francais	Count	2	24	196	217	10	3	14	466
		% within expectations for the future	33.3%	50.0%	46.6%	53.1%	32.3%	23.1%	60.9%	49.0%
	Anglais	Count	1	14	225	192	18	8	9	467
		% within expectations for the future	16.7%	29.2%	53.4%	46.9%	58.1%	61.5%	39.1%	49.1%
	Not going	Count	3	10			3	2		18
		% within expectations for the future	50.0%	20.8%			9.7%	15.4%		1.9%
Total		Count	6	48	421	409	31	13	23	951

	% within expectations for the future	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
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Tableau C133: Planifient poursuivre les études post-secondaires hors-Ontario, par aspirations post-secondaires - 11e année

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
Expect to attend college or university outside Ontario	Yes	Count		12	111	105	5	4	10	247
		% within expectations for the future		20.0%	24.7%	21.8%	17.9%	15.4%	20.8%	22.6%
	No	Count		15	203	218	12	8	12	468
		% within expectations for the future		25.0%	45.2%	45.3%	42.9%	30.8%	25.0%	42.7%
	Don't know	Count	3	23	134	154	8	13	25	360
		% within expectations for the future	100.0%	38.3%	29.8%	32.0%	28.6%	50.0%	52.1%	32.9%
	Don't plan to attend	Count		10	1	4	3	1	1	20
		% within expectations for the future		16.7%	.2%	.8%	10.7%	3.8%	2.1%	1.8%
Total		Count	3	60	449	481	28	26	48	1095
		% within expectations for the future	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Tableau C134: Planifient poursuivre les études post-secondaires hors-Ontario, par aspirations post-secondaires - 12e année

			expectations for the future							Total
			not graduate	graduate and work	college	university	apprentice	other	uncertain	
Expect to	Yes	Count	1	6	70	88	5	1	3	174

[illegible]

